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ABSTRACT

Designed as one of 10 institutes for the inservice training of vocational-technical educators in eastern metropolitan areas, the major focus of this institute was the administrative coordination within the urban school organization, which is essential to the planning and implementation of programs appropriate to inner city residents. A total of 86 local, state, and national vocational education administrators representing 21 states, Washington, D.C., and Puerto Rico, participated in formal lectures, informal talks, a symposium, large and small discussion groups, reaction and question panels, small task forces, and individual assignments during the 1-week institute. An assessment of the institute by three evaluative instruments indicated that the content and proceedings were appropriate to the participants' interests. The problems identified and strategies developed during the institute indicate a need for reinterpretation and analysis of the content of political and social management appropriate to the educational sectors of ajor metropolitan areas. Recommendations include: (1) the development of a management by objectives approach for additional administrative systems, and (2) the development of administrative staffing patterns on the basis of function rather than duplication of the state level organization. (Author/SB)

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FINAL REPORT

INSTITUTE NUMBER I

Project Number 9-0535
Grant Number OEG-0-9-480535-4435(725)

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

Volume III

Short Term Institutes for In-Service Training of Professional Persons Responsible for Vocational-Technical Education in Eastern Metropolitan Areas

Charles I. Jones
Marshall University
Huntington, West Virginia 25701

February, 1971

Director of Institutes - Dr. C. Thomas Olivo
Co-Director - Dr. Albert E. Jochen

Sponsored and Coordinated by the Division of Vocational Education, College of Education, Temple University
Philadelphia, Pennsylvania

U. S. Department of
Health, Education and Welfare

Office of Education
National Center for Educational Research and Development

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EDUCATION & WELFARE
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U. S. DEPARTMENT OF
HEALTH, EDUCATION AND WELFARE

Office of Education
National Center for Educational Research and Development

FOREWORD

This is one of a series of reports on Short Term Institutes for Inservice Training of Professional Personnel Responsible for Vocational-Technical Education in Eastern Metropolitan Areas. This institute was designed to interface teams of administrative leaders in metropolitan areas in studies of vocational education for the inner city, to develop strategies for innovative programs, and strengthen working relationships among those responsible for serving vocational education needs.

The needs of the inner city are not new to inner city leaders. Many have experienced all levels of poverty, deprivation, and discrimination. They know that for most youth and adults who live submarginal existences, the traditional liberal arts/cultural lyceo concept of education lacks motivation, meaningfulness and reality. Yet, a democracy has no other alternative than to develop and implement an educational and occupational program which is fulfilling to all, which seeks, finds, and releases the talents which each person possesses.

The problems which prevent inner-city youth and adults from receiving adequate occupational education varies with the metropolitan areas. Among these problems are (1) a lack of knowledge by administrative staffs about vocational education, its philosophy and methodology; (2) the failure to redesign the educational program for maximum involvement of students in "on-hands" programs with a high level of validity in the current and predictable job market; and (3) the lack of resources to provide for adequately designed occupational education programs. These and other closely related problems are analyzed with recommendations for attacking them in this report.

Recognition is due the Division of Vocational Education, College of Education, Temple University, Philadelphia, Pennsylvania, for initiating, housing, and coordinating the Short Term Institutes' Programs and to Dr. C. Thomas Olivo, Director of the Planning and Implementation Committee and Dr. Albert E. Jochen, Institutes' Coordinator. Recognition is also due to the members of the Planning Committee for this Institute: Dr. Joseph T. Nerden, Professor of Education, North Carolina State University at Raleigh, North Carolina; Dr. Byrl Shoemaker, State Director of Vocational Education, State Department of Education, Columbus, Ohio; Dr. John W. Letson, Superintendent, Atlanta Public Schools, Atlanta, Georgia; and Mr. Joe D. Mills, Executive Associate Superintendent, Pinellas County, Florida.

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SUMMARY

Grant Number: OE6-0-9-480535-4435(725)

Title: Institute Number I, Administrative
Coordination of Vocational Education
in Metropolitan Areas - one of ten
Short Term Institutes for Inservice
Training of Professional Personnel
Responsible for Vocational-Technical
Education in Eastern Metropolitan Areas.

Institute Director: Dr. Charles I. Jones, Professor
and Chairman, Department of
Vocational-Technical Education
Teachers College

Co-Director: Dr. Mary Elizabeth Milliken,
Associate Professor of Vocational-
Technical Education, Teachers College

Institution: Marshall University
Huntington, West Virginia 25701

Director of Institutes: Dr. C. Thomas Olivo, Professor
Division of Vocational Education
College of Education

Co-Director: Dr. Albert E. Jochen
Temple University

Sponsoring Institution: Temple University
Philadelphia, Pennsylvania 19122

Training Period: May 11-14, 1970

Problem, Purpose and Objectives

Higher levels of funding during the last decade and ear-marked monies for specific target populations appear to have had little effect on the organization of our public education system and on the implementation of vocational education programs for persons making up the major portion of our inner cities. What problems have hindered the implementation of needed programs? What constraints exist in the administrative organization of the public schools which prevent equal access to educational opportunities for every youth and adult, which prevent the total integration of vocational education in the mainstream of education, and which prevent training from becoming open ended so that every person shall have an opportunity to advance to his highest potential consistent with his interests, abilities, and the manpower needs of society?

An awareness of the problems facing public school administrators led to the focus of an institute:

1. To interface teams of administrative leaders in metropolitan areas in studies of vocational education for the inner city.

2. Identification of models and strategies for developing vocational education in the inner city.

3. Establishment of parameters of innovative programs for vocational education in the inner cities.

4. The strengthening of working relationships among administrators vs. responsibility for serving vocational education needs.

These four basic objectives were resolved into nine working objectives designed to sensitize the institute participants to: (1) Developing policy that is appropriate to bringing about changes needed in vocational education in a system; (2) Identifying the forces and pressures working for and against vocational education in programs in the inner city; (3) Identifying barriers to change in the system; (4) Developing a strategy for changing vocational education in the system; (5) Developing goals in vocational education programs; (6) Clarifying the roles of position holders with regard to changes desired; (7) Developing leadership terms for bringing about changes in vocational education in the system; (8) Utilizing data processing in the educational decision making-process; and, (9) Cultivating a personal commitment throughout the system for vocational education and accomplishing the goals of education today for the target population in the inner cities.

Procedures and Activities

A program planning committee was established and used to help select the consultants and assist in finalizing the institute program. Preparation for the institute also included the purchase of selected references and the solicitation of many other references from various researchers and state departments of education.

To accomplish the purposes and objectives established, a variety of activities were used to enrich the understandings and experiences of the participants during the one-week institute. Included were formal lectures, informal talks, a symposium, large and small group discussions, reaction and questioning panels, small task force assignments and individual assignments.

Eighty six persons representing twenty-one states, Washington, D. C. and Puerto Rico and having responsibilities for administering vocational education programs at either the local, state, or national level participated in the institute.

Conclusions and Recommendations

An assessment of the outcome of this institute by the three evaluative instruments administered indicated that the content and proceedings were appropriate to the interests of the participants. An analysis of data gathered in pre and post instruments designed to measure changes made by participants six months after the institute encouraged the acceptance of the hypothesis that participants who changed position in important problems in their administrative units during the institute would be more likely to report changes six months later.

The problems identified and strategies developed during the institute indicate a need for reinterpretation and analysis of the content of political and social management appropriate to the educational sectors of major metropolitan areas. Coping with the major socio-economic problems such as unemployment is not presently recognized by all metropolitan city administrators as a function of the public schools. Granted that training in job skills is readily available, assurance must be made that the training needed and wanted by the individual matches the everchanging job market. The political dimension of employment assurances should include a study of the role of labor unions and employing corporations.

Recommendations for administrative units in metropolitan areas included (1) the development of a management by objectives approach for additional administrative systems where size and institutionalization factors preclude single system operation, and (3) the development of administrative staffing patterns on the basis of function rather than duplicaiton of the state level organization.

CHAPTER I

INTRODUCTION

THE PROBLEM

Designed as one of ten institutes for the inservice training of professional personnel responsible for vocational-technical education in eastern metropolitan areas, this institute had as its major focus the administrative coordination of factors within the urban school organization, essential to the planning and implementation of programs of vocational-technical education appropriate to and relevant to the needs of the youth and adults of the inner cities in the Eastern United States. The central focus of the entire multiple-institute program was directed to the resolution of issues, forces and other constraints in the inner cities of metropolitan areas and regions of high population density which prevent policy-makers from providing realistic vocational education and training programs to meet the full range of people and demands of the labor market.[1] The entire institute program was based on the argument that vocational education is a social necessity.[2] In theory and in fact, vocational education represents an individual's turning point from economic dependency upon the social structure to his independent posture as a productive member of society. Congress has recognized this since the beginning of vocational education in 1917, and the 1968 Amendements to the 1963 Vocational Education Act are the most recent example of this Congressional concern. It is indicated in the declaration of the purpose of the Act and is further implied throughout the Act in the designation of funds for those specific target populations generally found in the inner cities of the country. The intent of Congress in passing the Act was to make vocational education accessible to more people.[3] Certain target groups in the population (e.g., the socially and economically disadvantaged) have a critical need for vocational education. The provisions of the 1968 Amendments address themselves to the task of bringing about fundamental change in our educational system so that all persons who need it will have access to education which will make them economically independent. To become independent, young people and adults must be prepared for jobs. In this respect, vocational education is vital to the urban centers of our country.[4]

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[1] C. Thomas Olivo, "Short-Term Institute for Inservice Training of Professional Persons Responsible for Vocational-Technical Education in the Metropolitan Areas," Temple University, April, 1969, p. 6.

[2] Melvin L. Barlow, "Vocational Education as a Social Movement," AVA Journal, April, 1969, p. 30.

[3] Lowel A. Burkette, "Latest Word From Washington," AVA Journal, April, 1969, p. 5.

Among the factors to be considered in the development of vocational education in urban areas are:

1. The development of leadership in the administration of the program;
2. Environment of the community in which the activity is centered;
3. Comprehensive planning in a total urban education pattern;
4. Articulation with business and industry;
5. Relating training for jobs to modern technological developments;
6. Development of appropriate curricula and methodology;
7. Knowing what jobs to train for;
8. Utilization of job motivation toward general education.

Involvement of appropriate persons and organizations at all administrative levels of vocational education is imperative if programs appropriate to the target populations are to be planned and implemented in a meaningful way. Adequate administration of programs of education can be obtained only if there is a clear understanding of the mission of the agency or unit which has the responsibility for vocational education.[5] Through such involvement of appropriate persons, the agency can fulfill its responsibilities to determine the levels and kinds of objectives appropriate to that particular urban situation. Programs to fulfill these objectives can be planned only after adequate data has been made available to determine and project program needs and support the decision-making process. The implementation of a program and its change to meet appropriate developments in the community must be the result of a system for collecting, analyzing and evaluating program information and relevant data. This data-collecting process should be adequate for meeting unanticipated program needs and for allowing flexibility where necessary. The educational planning must involve individuals and groups who are representative of the community and served by the program, and logically should have periodic evaluation and follow-up. In spite of the urban sprawl and its following of political fragmentation, on the periphery of our major cities, the organization of our systems to provide the public services have remained relatively unchanged either in their political configuration or in their educational configuration, and, in spite of the fact that we have higher levels of funding in vocational education and specifically ear-marked funds for the target population which make up the major portion of our inner cities in the eastern part of the United States. This in itself justifies the recognition of the need for a new and innovative approach to the planning and implementation of vocational education to meet the needs of the people in the inner city.

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[4] Harry E. Wolfson, "Vocational Education in the Urban City," AVA Journal, April, 1969, p. 53.

[5] Edwin L. Rumpf, "The Planning Job Ahead," AVA Journal, April, 1969, p. 24.

Specifically, what problems have hindered the implementation of needed programs? Recognizing that vocational education itself is not one simple or single program, but rather many programs designed in different ways and implemented at all levels in the schools, what constraints now exist in the organization which prevent equal access to educational opportunities for every youth and adult? Which constraints prevent the total integration of vocational education in the mainstream of general education? Which prevent training from becoming open ended so that every man shall have an opportunity to advance continuously to the highest level consistent with his interests, abilities and desires, and the manpower needs of society?

OBJECTIVES OF THE INSTITUTE

The administration of small or large organizations is in itself a science with many facets. It is not enough for the key administrator to be sensitized to the needs of the people, nor is it enough for any of his subordinates to be sensitized to the needs of the people, unless there is a climate within the administrative organization which allows and promotes team work directed toward the solution of problems to which the chief administrator or his subordinates have become sensitized. Neither is it enough for the Congress to pass laws (which in effect are policy and which provide the monies supporting the administration) unless the administrators at all levels are cognizant of the factors related not just to the target population and their needs, but how to implement the program. Administration then becomes more than people; it becomes the organization; it becomes communication and in the final analysis becomes responsible. This responsibility is not new, the target populations are not new. Accordingly, the needs which are recognized have not yet been met in many urban areas because the administration of the schools, with its personnel, have not yet found meaningful ways in which to bring about changes in its administrative organization and subsequently in its programs. What then is needed is some way to define alternatives to surrounding or surmounting the barriers to change which exist in the administrative organization as it fits into the total pattern of organizations for any given community or metropolitan area. The focus of this institute was directed toward administration and was developed specifically with four major objectives:

1. To interface teams of administrative leaders in metropolitan areas in studies of vocational education for the inner city;
2. To identify models and strategies for developing vocational education in the inner city;
3. To establish parameters of innovative programs for vocational education in the inner cities; and
4. To strengthen working relationships among administrators with responsibility for serving vocational education needs.

OUTCOMES

The four basic objectives of the institute as described in the introduction were resolved into nine functional or working objectives related directly to the content of the institute and to the role positions of the institute participants. These nine working objectives were designed specifically to sensitize the participants to:

1. Developing policy that is appropriate to bringing about changes needed in vocational education in a system;
2. Identifying the forces and pressures working for and against vocational education in programs in the inner city;
3. Identifying barriers to change in the system;
4. Developing a strategy for changing vocational education in the system;
5. Developing goals in vocational education programs;
6. Clarifying the roles of position holders with regard to changes desired;
7. Developing leadership teams for bringing about changes in vocational education in the system;
8. Utilizing data processing in the educational decision-making process;
9. Cultivating a personal commitment throughout the system for vocational education and accomplishing the goals of education today for the target population in the inner cities.

GENERAL PLAN OF OPERATION

In order to understand the focus of Institute I, it is necessary to delimit the scope of its content, the levels of responsibilities held by participants within their own organization and the role of this institute in relationship to the other institutes within the total project.

The general plan of operation was to limit the content of Institute I to five aspects of administration in vocational education as follows:

1. The goals for vocational education programs;
2. Policy-making for vocational education;
3. The forces affecting the implementation of vocational programs adverse to change in the bureaucracy, and strategies for selecting alternatives to surmounting the barriers in the bureaucracy;
4. The roles of position holders in the system and leadership teams for bringing about change; and
5. Data for decision-making.

The persons selected for participation in the institute of necessity must have held positions in which the content just described would be applicable if the goals of vocational education were to be reached. The institute was limited in content to the above described areas since nine other institutes dealing with selected areas of vocational education and with selected personnel from all levels within the administrative organization also were held as part of the overall project. In order to understand the limitation of the content, then, the reader would need to know that the other institutes consisted of: (1) annual and long-range program planning, (2) orientation to new vocational education concepts, (3) coordination of supportive programs for vocational education, (4) improving the preparation of professional personnel, (5) updating the process and content of teacher education courses to reach disadvantaged youth, (6) improving occupational orientation programs for junior high school students, (7) development of vocational guidance and placement personnel, and (8) application of vocational education innovations resulting from research and development programs.

CHAPTER II

METHODS AND PROCEDURES

The institute was planned using the following nine procedural steps:

1. Selecting the program planning committee
2. Selecting the participants
3. Developing and clarifying the objectives
4. Planning the program content
5. Selecting the institute staff
6. Developing the methodology for achieving the objectives
7. Conducting the institute
8. Evaluating and follow-up
9. Writing the reports

SELECTING THE PROGRAM PLANNING COMMITTEE

The selecting of the program planning committee was deemed to be critical in the area of administrative coordination. This committee must represent positions in which a high level of relevant knowledge in administration of vocational education at the national, state and local administrative levels, in that a broad spectrum of factors and pressures impinging upon vocational education were to be identified and studied as a part of the seminar program. One further consideration in selecting the program committee dealt with the need for some person from professional education, since the implementation of any program would deal with adequately trained staff. These criteria in the selection of a program planning committee were further refined by limiting selection to (1) a person who has had or presently has national responsibilities in vocational education, (2) a person who presently has state responsibilities in vocational education, (3) a superintendent of schools in an eastern metropolitan area, (4) a person with direct responsibilities for vocational education at a high level in an eastern metropolitan area, and (5) a teacher-trainer from one of the major institutions of higher education in the East.

The program planning committee selected were as follows: From the

National Level	Dr. John Letson, Superintendent of Atlanta City Schools and a member of the President's Commission on Education.
State Level	Dr. Byrl Shoemaker, Director of Vocational Education, State of Ohio, Past President of A.V.A.
Local Level	Mr. Joe Mills, Assistant Superintendent, Pinellas County, Florida.
Teacher Education	Dr. Joseph Nerden, Professor of Industrial Education, North Carolina State University in Raleigh.

SELECTING THE PARTICIPANTS

A personal visit was made to each state department of vocational education and to the superintendent of schools in each of the major eastern metropolitan areas to discuss the institute program with them and to invite applications by members of their staff to attend specific institutes. The participants from whom applications were requested for this institute included superintendents of schools in major urban areas, city district superintendents, state directors of vocational education, state superintendents of schools, directors of area vocational schools in the inner city and state vocational supervisors and certain teacher educators. The application form submitted by the participants is included in the Appendix and is labeled MVT-1. From these applications the list of participants were selected and invitations were extended to attend this institute.

Included in this application form were certain questions dealing with the applicant's knowledge and skills related to the problems of implementation of vocational education in the major urban areas. This information was valuable in planning the content of the institute.

The positions represented by the participants selected are shown in Table I, with the geographic distribution and functional levels shown in Table II.

TABLE I

POSITIONS HELD BY PARTICIPANTS

State Level	
Directors of Vocational Education	2
Consultants	4
Metropolitan Area	
Superintendents and Assistant Superintendents	22
Directors of Vocational Education	27
Supervisors	11
District Superintendents	2
Principals of Inner City Schools	9
Colleges and Universities	9
TOTAL	86

TABLE II

GEOGRAPHICAL DISTRIBUTION AND FUNCTIONAL LEVELS OF THE PARTICIPANTS

REGION	Local School	District Supt.	City Supt's Office	State Office	College or University
NEW ENGLAND					
Connecticut			2	1	
Massachusetts			3		
Rhode Island		1			
NORTH ATLANTIC					
New Jersey			3	1	
New York					1
Delaware			2		
Maryland		1			
SOUTH ATLANTIC					
Alabama			1	2	
District of Columbia			1		
Florida	1		5		
Georgia	1	1	5		
North Carolina	1		4	1	
South Carolina			1		1
Tennessee			3		
Virginia			6		
Puerto Rico			1		
MIDWEST					
Indiana	1		3	1	
Illinois		1	3		
Kentucky			1		
Michigan	2		3		
Ohio			6		
West Virginia			4	3	1

PLANNING THE PROGRAM CONTENT

The Program Planning Committee met first in September, 1969 to develop the strategy for determining the program content and selecting specific materials and presenters for the institute. During this first planning session the level of objectives appropriate to a one-week institute and the level of conceptualization that appeared to be appropriate for presentation to the particular group were established. In addition, a portion of the first planning session was given an analysis of methods for identifying factors related to achieving specific objectives.

The second planning session was held in January, 1970 and dealt with the selection of the institute staff, physical facilities and the order of conduct for the program of the institute.

Program content was selected by using two criteria:

1. Content areas related to the objectives;
2. Conceptualization appropriate to the educational objectives that the group might be expected to achieve in the institute and the six months following.

The content selected within this framework is shown in Table III on the following page. The staff selected for presentation is shown in Table III and also in the Appendix.

The physical facilities selected were in the Atlanta Hilton Motor Hotel Complex, with appropriate meeting rooms and group discussion facilities along with housing.

CLARIFYING THE OBJECTIVES

The four basic objectives of the institute as described in the introduction were refined into nine functional or working objectives related directly to the content of the institute and to the role positions of the participants. The rationale for defining the basic objectives into working objectives was based on the need for identifying measurable changes made by the participants as a result of attending this particular institute.

Realizing the difficulty in evaluating the attainment of objectives of this nature, the idea was generated that, given nine working objectives, those participants who changed their rank of these objectives the greatest amount would also initiate more changes upon returning home. This concept then became the major hypothesis for the evaluation.

In order to bring the objectives into a manageable framework, it was necessary to consider the issues involved in administrative coordination of vocational education in metropolitan areas in terms that were measureable both before the institute and six months following. The major objectives as developed for the institute were broken down into the issues as shown in Table IV.

TABLE III

PROGRAM CONTENT BY OBJECTIVES

Objectives	Content	Staff
1. To interface teams in studies of vocational education for inner cities	A. Focus of Urban Institutes	Michael Russo
	B. Focus of Institute #1	Dr. Albert E. Jochen
	C. Factors and Pressures Impinging Upon the Educational Needs of the Inner City	Dr. John Letson Dr. Byrl Shoemaker
2. Identifying models and strategies for developing vocational education in the inner city	A. Barriers to Change in the Bureaucracy	Dr. William Block
	B. Strategies for Initiating Change in Policy and Administrative Structures	Dr. Frank Dick
	C. The Adult Community: Levels and Extent of Involvement	Joseph Dixon Joseph J. Portle
	D. Management Control Systems	Joe Mills
3. Establishing parameters for innovative programs	A. Industries Stake in the Inner City	Larry Gellerstedt Les Nichols
	B. Tour of Atlanta Technical Center	
4. Strengthening working relationships among participants	A. Group discussions following each presentation	
	B. Informal activities appropriate to the group	

TABLE IV

OBJECTIVES FOR EVALUATION

Institute Objective	Issues
1. To interface teams in studies for vocational education for inner cities.	A. Developing leadership teams for bringing about changes in vocational education programs in the system.
	B. Clarifying the role of position holders with regard to changes desired in the system.
	C. Identifying forces and pressures working for and against change in vocational education programs in the inner city.
2. Identifying models and strategies for developing vocational education in the inner city.	A. Identifying barriers to change in the system.
	B. Developing strategies for changing vocational education programs in the system.
	C. Utilizing data processing in the industrial decision-making process.
3. Establishing parameters for innovative programs.	A. Developing goals for vocational education programs.
	B. Developing policy that is appropriate to bringing about changes needed in vocational education in the system.
4. Strengthening working relationships among participants.	A. Cultivating a personal commitment throughout the system for the importance of vocational education in accomplishing the goals of education.

SELECTING THE INSTITUTE STAFF

Four criteria were established for the selection of the institute staff as follows:

1. Position in education and vocational education;
2. Reputation in education and vocational education;
3. Type and quality of literature published; and
4. Availability within the limitations set by the institute.

The institute staff members selected by those criteria are shown in Table V.

DEVELOPING THE METHODOLOGY FOR ACHIEVING THE OBJECTIVES

Recognizing that the participants selected would come to the institute with certain knowledges and with certain attitudes related to these knowledges within their own administrative organization, the program was designed along the conceptual frameworks described in the taxonomies of educational objectives established by Bloom[1] and Krathwohl.[2] Obviously, if the objectives were to be reached, the participant would necessarily comprehend or understand the knowledges related to the four objectives as specified in the introduction. In addition, if the participant was expected to make changes in his local administrative organization, he would also need to understand and be able to analyze factors related to vocational education and to be able to synthesize these factors as they were specifically related to any particular local problems preventing the implementation of vocational education as described in policies under the '63 and '68 Vocational Education Acts.

The attainment of educational objectives, however, are closely related to attitudes as Krathwohl described in the Affective Domain. The method chosen then would of necessity include attainment of Krathwohl's characterization level of affective objectives if the participant expected to make changes when he returns to his administrative unit. The model developed for selecting the methodology to be used in the institute is shown in Table VI.

CONDUCTING THE INSTITUTE

The procedures for conducting the workshop followed very closely the methodology for achieving the desired educational objectives as described in subsection six. The methodology selected from the central

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[1] Benjamin S. Bloom, et. al. Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, New York: David McKay Company, Inc., 1956.

[2] David R. Krathwohl, et. al. Taxonomy of Educational Objectives, Handbook II: Affective Domain, New York: David McKay Company, Inc., 1964.

TABLE V

INSTITUTE STAFF

Role in Conducting the Institute	Name	Position
Director	Dr. Charles I. Jones	Professor and Chairman Dept. of Vocational-Technical Education
Co-Director and Discussion Leader	Dr. Mary Elizabeth Milliken	Associate Professor of Vocational-Technical Education, Marshall University
Coordinator of Institute Services	Mrs. Harry A. Winter	Institute Services Consultant, Atlanta, Georgia
Institute Evaluator	Dr. C. D. Bryant	Assistant Professor N. C. State University
Lecturer & Discussion Leader	Dr. John Letson	Superintendent of Schools, Atlanta, Ga.
	Dr. Byrl Shoemaker	Director of Vocational Education in Ohio
	Dr. Joseph T. Nerden	Professor of Industrial Education, N. C. State University
	Dr. Joe Mills	Executive Associate Superintendent of Schools Pinellas County, Florida
Lecturers	Dr. William Block	Head, Department of Politics, N. C. State University
	Dr. Frank Dick	Superintendent of Schools, Dayton, Ohio
	Joe Dixon	Assistant Superintendent of Schools, Chicago, Ill.
	Joseph J. Portle	Principal, Prosser Vocational High School Chicago, Illinois

TABLE V (Cont'd)

Role in Conducting the Institute	Name	Position
	John Higgiston	Consultant, State Dept. of Education, Connecticut
	Larry Gellerstedt	President, Beers Const. Company, Atlanta, Ga.
	Les Nicholas	General Personnel Manager, Southern Belle Telephone, Atlanta, Georgia
Consultants	Dr. Charles H. Rogers	Associate Professor N. C. State University

TABLE VI

METHODOLOGY FOR PRESENTING THE CONTENT OF THE INSTITUTE PROGRAM

Institute Objectives	Issue	Educational Objective Level Cognitive Domain	Educational Objective Level Affective Domain	Method
1. To interface teams in studies of vocational education for inner cities	A. Developing leadership teams for bringing about changes in vocational education programs in the system	Synthesis	Characterization	Return to local situation
	B. Clarifying the role of position holders with regard to changes desired in the system	Application-Analysis	Value	Discussion-tours
	C. Identifying forces and pressures working for and against change in vocational education programs in the inner city	Knowledge-Comprehension	Receive-Respond	Panels - Group Discussion
2. To identify models and strategies for developing vocational education in the inner city	A. Identifying barriers to change in the system	Knowledge-Comprehensive	Receive-Respond	Lecture
	B. Developing strategies for changing vocational education programs in the system	Analysis-Synthesis	Organizing	Group Discussion

TABLE VI (Cont'd)

METHODOLOGY FOR PRESENTING THE CONTENT OF THE INSTITUTE PROGRAM

Institute Objectives	Issue	Educational Objective Level Cognitive Domain	Educational Objective Level Affective Domain	Method
2. (Cont'd)	C. Utilizing data processing in the industrial decision-making process	Synthesis	Characterization	Return to local situation
3. To establish parameters for innovative programs	A. Developing goals for vocational education programs	Application-Analysis	Valuing	Group Discussion
	B. Developing Policy that is appropriate to bringing about changes needed in vocational education in the system	Application-Analysis	Valuing	Panels, tours, informal discussions
4. To strengthen working relationships among participants	A. Cultivating a personal commitment throughout the system for the importance of vocational education in accomplishing the goals of education	Synthesis	Characterization	Group Discussion- Return to local situation

model included formal presentation of ideas by staff members, small group workshops, panel discussions, tours of vocational facilities in an urban area, and informal exchange of ideas. A detailed account of the seminar program along with the content of the formal presentations and small group workshops are included in the Appendix of this report.

ABSTRACTS OF PRESENTATIONS

The next portion of this chapter includes abstracts of each major presentation developed by the Institute Staff from the formal papers presented. For a complete text of each presentation, see Appendix F.

ABSTRACTS OF PRESENTATIONS

"INDUSTRY'S STAKE IN THE INNER CITY"

Larry Gellerstedt*

Atlanta has experienced an era of fantastic growth. A part of this growth has been due to the farsighted planning of civic groups, the Forward Atlanta campaign, for example. The first of these drives was held in 1960 and we have just launched the fourth campaign. Forward Atlanta has been the spark which set off the tremendous change we have seen develop in this city over the last ten years.

Another part of Atlanta's growth, however, has been due to the influx of people seeking a better life--largely people who are ill-equipped for living in this urban center or for earning a livelihood. Consequently, they became a drain on the city and became completely frustrated in their own efforts to find the kind of life they wanted for themselves.

Two city-wide efforts have been directed at dealing with this problem: the National Alliance of Businessmen's drive to hire the hard-core unemployed and the Community Relations Commission. The NAB program not only did provide a rather large number of jobs, but also created a sensitivity in certain companies that made them take a look at some of the problems in our city. The Community Relations Commission served an entirely different purpose. The Commission's job is to sit and listen to people who have complaints. The tales are not pretty--stories of frustration, hurts, problems experienced in our city over the years. A great many of these problems, once again, can be traced to jobs, or lack of them.

It seems that we must come up with an educational system that will not only take youngsters and prepare them for the work world that will exist, but we must also take many of the people who are now problems in our city and train them. Possibly, we are now seeing the start of a move which will recognize the tremendous importance of vocational education and manpower training, comparable to the importance of the move which led to the establishment of the land-grant colleges.

To make this move significant, it is going to take a move by industry to catalogue and project job needs. We must think ahead as to the type of people who will be needed to man our businesses. This could be catalogued and compiled and furnished to the educational world, so that they can be better prepared to structure and produce to meet these needs. If this could be done, I can definitely see in the next few years solving some of the problems pointed out to you that now exist in our great city.

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*Larry Gellerstedt is President of Beers Construction Company, 3129 Rockingham Drive, N.W., Atlanta, Georgia 30327.

KEYNOTE SYMPOSIUM: "FACTORS AND PRESSURES IMPINGING UPON THE EDUCATIONAL NEEDS OF THE INNER CITY"

John W. Letson*

Continuing urbanization is accompanied by ever widening branches between the under or unemployed and the remainder of the cities. These two "communities are growing further and further apart in relationship, communication, and accomplishments."

The urgent need to redesign the public school curriculum for the 80% of students not entering college is slow in coming. Education for gainful employment has only recently been recognized as a necessity. Even more, vocational education offers the best technique for solving the problems of the inner city. The growth of the "two Atlanta's" undoubtedly was stimulated by the success of vocational agriculture's increased productivity for farmers.

The Vocational Education Act of 1963 provides new horizons for those who have initiative in designing flexible vocational programs to meet inner-city needs. Traditional separateness of vocational education, long a problem, must be coordinated with academic programs. However, many administrators are not aware that the 1963 and 1968 Vocational Education Acts broadens the concepts of vocational education to more than the neat categories of D.E., D.O. and T & I. Relations between local school systems and state departments have often limited development.

The structure of public education, geared to an agricultural past, is not providing work experience to give meaning and relevance to an otherwise unexciting educational experience. This coupled with inadequate guidance gives in to the school's responsibility of job placement.

The challenge to vocational education has never been greater. The job of providing appropriate education for the "two Atlanta's" requires the joining of vocational and academic education to assure employability of all the people.

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*John W. Letson is Superintendent of Atlanta Public Schools, 224 Central Avenue, Atlanta, Georgia 30303.

"FACTORS AND PRESSURES IMPINGING UPON THE EDUCATIONAL NEEDS OF THE INNER CITY"

Byrl R. Shoemaker*

Many of the problems of the inner-city have their roots in the problems of poverty. In our present economy poverty results from "the lack of skills on the part of the people to obtain satisfactory employment." Our public schools lack relevance because they are not providing those in "the poverty city" with salable skills.

Providing appropriate education for the "inner city", the major cities cannot stand as isolated islands within a state, ignoring state departments of education except to exert pressure for more money. State departments of education cannot ignore major problems and issues within our major cities and continue to serve a leadership role within the state and to maintain themselves as a part of the delivery system for state and federal funds made available for vocational education.

Communications, mutual respect, and leadership are essential to improving relationships between state departments and city systems. Without money, however, and without the types of political relationships, both state and local, which will permit massive changes and innovations in the educational system, there will be no major achievements towards solutions to social and economic problems found in the inner city. Within the framework of the funds now available to us, the states have been directed to give special considerations to the pockets of poverty within our major cities. Increased funds have been provided at the national level for vocational education and in many states increased funds have been provided. The need is widened and perhaps our slogan should be "Do it now before it's too late."

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*Byrl R. Shoemaker is the State Director of Vocational Education, 65 South Front Street, Columbus, Ohio 43215.

"BARRIERS TO CHANGE IN A BUREAUCRATIC STRUCTURE AND SELECTED ALTERNATIVE TO BUREAUCRACY"

William J. Block*

The title seems to imply that change against which bureaucratic barriers are erected is desirable and that the status quo is not, but change is not a normative concept. Barriers to change which may be found in a bureaucratic structure include:

1. Tendency to substitute means for ends } Goal Displacement
2. Tendency for survival to become a goal } Goal Displacement
3. Institutionalized norms
4. Tendency to impersonality
5. Hierarchical layering.

Bureaucracies come into existance, in part, to assure uniformity and consistency in their service. This implies decision making at high levels and less discretion at the working level. Would it be too much to "allow individual teachers enough autonomy to stimulate professional initiative and encourage positive and fruitful relations with students?" Perhaps an immediate alternative to bureaucracy has been developed in the demand for community control of the school system. Even though a new bureaucracy might emerge, it would be quite different from the old.

Specialized teams have been used by private organizations to secure change in their systems. Some of the desired objectives in the public sector may be derived by using this method. The question of the survival of the bureaucracy is less important than that human organizations serve as best they can the welter of goals demanded of them.

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*William J. Block is Head of the Department of Politics, North Carolina State University, Raleigh, North Carolina 27607.

"STRATEGIES FOR INITIATING CHANGE IN POLICY AND ADMINISTRATIVE STRUCTURES"

Frank Dick*

The plight of the cities has steadily worsened over the past three decades. We need to restore the vocational programs as one means of dealing with educational problems in the cities. Certain obstacles exist, however, particularly (1) resistance to change, which is more likely among teachers than among the administrators and school board members, and (2) antiquated and rigid state standards which discourage many students from going into vocational education.

It is possible to bring about change in vocational education, even in a large, apathetic organization. Some possible techniques for initiating change in a large city:

1. Study the situation and select a director with the personality, drive and style to be effective in that particular city;
2. Select a superintendent who will provide bold, agressive leadership in vocational education, who will keep close to the people, and who will get the backing of his board;
3. Dramatize the drop-out rate so the people will know about it;
4. Go to the people to get support for adjusting programs; and
5. Win the support of the principals - the building principal is the key to the success of the program.

Cities differ. Each city needs its own plan for change and for appropriate programs. In Toledo, the plan is for a broad expansion program to make each high school a comprehensive high school, with a central one for highly technical vocations.

In Toledo a five year plan was initiated in 1966 to extend vocational education. As a result, 47.4% of Toledo juniors and seniors are enrolled in approved vocational programs. Approved programs, which numbered 37 in 1966, have been expanded to 140 for the 1970-71 school year. The designs of these programs included the traditional in-school format, plus cooperative programs, shared-time programs between comprehensive high schools and the centralized technical school, cooperative programs for disadvantaged youth regardless of grade level, work experience programs for potential drop-outs, special adjustment classes for school-alienated youth, rehabilitation programs for students who need special types of remedial assistance, job placement programs, and vocational career orientation programs for seventh and eighth grade students.

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*Frank Dick is the Superintendent of Schools for Dayton Public Schools, 3018 Kenwood, Toledo, Ohio 43606.

"INDUSTRY'S STAKE IN THE INNER CITY"

Les Nicholas*

If we are to keep vocational training upon an effective operational track, there are several areas of mutual challenge involving both education and business which need to be continually re-explored and re-evaluated. First, there is the mutual challenge of arriving at meaningful vocational training objectives. We must think and plan in terms of bedrock objectives, technological changes, and environmental assumptions. The very nature of change causes a problem in keeping abreast, if only because of the immense changes in technological sophistication. Many companies are producing and marketing goods and services that were not even on the drawing board 10 years ago--such is the impact of technological change.

The next area of mutual challenge is that of enlarging the possibilities of alternative programs. As we explore primary objectives in terms of course content, it is just possible that we may devise improved teaching methodology.

The third area of mutual challenge is the making of a realistic inventory of available career and placement resources. Industry and education must seek out ways and means for exchanging placement information.

The fourth area of mutual challenge is that of assessing adequately the political and social dimensions of inner-city problems. Sometimes both business and industry will be pressed to review traditional practices and long-established rules. Managers and educators may find their attitudes and values challenged by the new breed of students and employees. Specialized vocational training programs as well as various minority group training programs will continue to have implications for the vocational training systems.

Our next area of mutual challenge is to establish effective communication and organizational arrangement between education and business. We must continue to find ways for business and education to continue to come together and have realistic dialogue concerning areas of mutual concern.

Our last area of mutual challenge, and currently one of the most frustrating of all, is that of finding ways to attract more students to vocational and technical training schools. Only a systems approach seems to hold out any chance of increased success.

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*Les Nicholas is General Personnel Manager of Southern Bell Telephone, Atlanta, Georgia.

"THE ADULT COMMUNITY: LEVELS AND EXTENT OF INVOLVEMENT"

Joseph I. Dixon*

We are surrounded by manifestations of the need for vocational education. Yet, in spite of these manifestations of need and in spite of increased federal appropriations, budgetary limitations at the local level are inhibiting skill training courses. Admittedly, the cost to a school district is greater for preparing a student for a job rather than for college, since classes must be smaller, expensive equipment and facilities are needed, and placement and follow-up services must be provided. In some districts this additional cost is used as an excuse for not providing vocational programs.

In regard to the role of business and industry in vocational education, it is apparent that a partnership should be established which would be mutually beneficial. Business and industry should contribute to keeping programs up-to-date; in return, business and industry can expect a supply of prepared personnel for selected positions. There should be local school advisory councils in addition to the city-wide council. At present, local communities are literally challenging the establishment for the right to make decisions affecting curriculum offerings in their schools. Educational staffs must find ways to involve and harness these human resources so as to structure a program of education which is acceptable to and supported by the local community.

Our guidance programs must become more realistic in assessing the potential of individuals. Occupational information programs must be initiated in the primary grades, and throughout the elementary and secondary schools, students must be made aware of the vast array of opportunities in the world of work available to them upon leaving high school.

Those of us responsible for vocational education must work to improve it's image. We must have well-appointed and well-equipped schools which will attract able and willing students. We must make members of boards of education aware of the need for adequate financing of job training programs, not only for secondary schools, but also for adult programs.

When we in vocational education accept the fact that vocational education is an integral part of the mainstream of education and convince our academic colleagues that occupationally-oriented training belongs in the mainstream of education, then vocational education will become that bulwark of strength so urgently needed to bolster up secondary education in this country.

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*Joseph I. Dixon is Assistant Superintendent of Vocational Education on the Chicago Board of Education, 9022 S. King Drive, Chicago, Ill. 60619.

"THE ADULT COMMUNITY: LEVELS AND EXTENT OF INVOLVEMENT"

Joseph J. Portle

It is recognized today that the public schools must accept the community as a partner in the effort to educate children. This is especially true in vocational education, for only through cooperative efforts can the schools avoid lagging behind in preparing students for the everchanging job market.

At the local school level, informal means may prove more effective than formal ones in maintaining relationships with business and industry, especially in selecting participants for the advisory committee. Such informal contacts may occur as representatives from business and industry participate in group guidance programs, as work-study coordinators contact employers to select student work stations, as personnel managers are contacted for placement of students in full-time or part-time jobs, and as representatives of specific occupations are contacted for advice on selection of shop equipment or evaluation of curriculum content.

A Joint Apprenticeship Training Committee can be particularly useful in demonstrating that the employer is interested in his apprentice, in assisting in the indoctrination of new apprentices, in evaluating the curriculum at the end of each year of classes for apprentices, in providing information on job opportunities in the skilled crafts in providing opportunities for placement of graduates of the day school programs, and in providing for school use of specialized equipment.

Something more is needed for communities in the inner-city where students come primarily from minority races and live in public housing located in disadvantaged areas. The inner-city parent is no different from the suburban parent in wanting nothing but the best for his child. Minority leaders have become more and more vocal in condemning broken-down, antiquated school facilities, irrelevant curricula, inexperienced teachers, and administrators who demonstrate little understanding or empathy for community desires. If a school is to survive in the inner city, attention must be given to these community voices.

To this end, the Chicago Board of Education recently approved a new policy on the transfer and appointment of principals. Representative community groups may interview candidates who desire appointment to a principalship vacancy. If, after these interviews, the candidate is still interested in the position and is acceptable to the community, a recommendation for appointment is made to the General Superintendent. The intent of this policy is to involve a school community in the selection of its principal.

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*Joseph J. Portle is Principal at Prosser Vocational High School, 3010 N. Normandy Avenue, Chicago, Illinois 60634.

"IMPLICATIONS FOR DATA PROCESSING IN DECISION MAKING"

Joe Mills*

Service, as the goal of our society, demands a coherent approach to the pursuit of both social and economic objectives. Programs tailored to student interests and ability presents specialized planning and evaluation needs. Effective planning demands current, accurate and relevant facts.

The computer in the educational environment provides a new dimension in management science where the basic elements are planning, decision making, and communications. Professionals in data handling must be familiar with objectives, policies and procedures if the systems are to be improved.

At the present time, a variety of VTAE Projects--to be implemented through computer capacity--are in developmental stages in Pinellas County.

1. On-line capacity to expand service for students and employers in a job-bank for matching student data with information on job openings and requirements. The federal model states program is geared to implement job-matching.

2. A data base with continual updating to facilitate program design and evaluation to meet changing job needs.

3. Standardizing the format and procedures for both internal operating functions and reporting at multi-county, as well as state and national levels.

4. "Input-output analysis"--the "econometrics" of forecasting by data-gathering to determine trends and pinpoint effects on program planning.

5. And the multitude of so-called "business housekeeping" jobs of records and controls on enrollments, programs, students, staff, plants, equipment, budgeting, etc.

"Looking beyond today" at new vistas of educational opportunities emerging in the computer wake, are limitless pioneering areas. Coordinated planning and comprehensive decision-making possibilities need to be explored by everyone in the "learning industry."

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*Joe Mills is the Executive Associate Superintendent of Schools, Pinellas County, Florida.

CHAPTER III

EVALUATION OF THE INSTITUTE

The immediate objectives of the institute were to interface teams of administrative leaders in metropolitan areas in studies of vocational education for the inner city, to identify models and strategies for developing vocational education in the inner city, to establish parameters of innovative programs, and to strengthen working relationships among administrators responsible for serving vocational education needs.

IMMEDIATE EVALUATION

The immediate evaluation was limited to the participants' reactions to the institute program in two areas. Evaluation Form #1 was designed to elicit from participants their positions on specific educational issues and to draw comparisons between criteria for developing vocational education, specific guidance concepts, allocation of funds, and the priorities for implementing vocational-technical education in urban areas. Twelve items (53-64) on this form were specifically oriented to the Institute on Administrative Coordination of Vocational Education in Metropolitan Areas. These twelve items dealt with policy, funding and coordination of vocational programs. Form #1 was administered at the first session of the institute and at the last session. Statistical analyses were performed to determine whether the participants made changes in their ratings of each item as a result of participating in the institute program.

The participants' responses to the content and proceedings of the institute were measured in Evaluation Form #2.

The data for item 31 in this form was expanded to develop the post-evaluation data in Form #3. Form #2 was administered during the closing session of the institute.

LONG-RANGE EVALUATION

The long-range, overriding objectives for Institute #1 was to accomplish change in urban areas appropriate to the specific challenges confronting administrators charged with implementing vocational education. Since the institute proposed to consider issues involved in the administrative coordination of vocational education in metropolitan areas, the content was organized in a manner designed to present the issues and to encourage change at the local level favorable to implementation of appropriate vocational programs, as follows:

1. Utilization of data processing in educational decision-making;
2. Clarification of the roles of position holders with regard to changes desired in the system;

3. Strategy for changing vocational education programs in the system;
4. Identification of forces and pressures working for and against changes in the local vocational education program;
5. Cultivating a personal commitment to the importance of vocational education in the total educational program of the system;
6. Developing leadership teams for bringing about changes in vocational education programs in the system;
7. Goal-setting for vocational education programs;
8. Identifying barriers to changes in the system; and
9. Formulating policy conducive to bringing about desired changes in vocational education programs.

Participants were requested to rank-order the nine problem areas according to the importance of each area in their own administrative units. The rank-ordering was obtained at the beginning of the institute, at the end of the institute, and six months following the institute. Recognizing the difficulties inherent in evaluating an institute program with an overriding goal of effecting changes in local administrative units in vocational programs, the concept was advanced that participants who changed their rank-ordering the greatest amount during the institute would also implement more changes within the following six months. This concept, then, was adopted as the major hypothesis for the long-range evaluation.

EVALUATION SUMMARY

The participants' positions on major issues while they were present during the institute and statistically significant changes in their attitudes toward certain issues were drawn from the data collected on Evaluation Form #1. The overall position taken by participants included:

1. Vocational education should be concerned with students of all ability levels.
2. Preparing students for entry into college should not be the major function of the high school.
3. The private sector should be the cost bearer of training workers.
4. General education is not more useful to the average student than vocational education.
5. Public high schools should not be accredited unless vocational education is provided.
6. Vocational teachers do not know and relate to their students better than academic teachers.
7. Vocational education should not be delayed until after high school.
8. Business and industry does not spend vocational training monies more wisely than public agencies.
9. Superintendents do not carry on a policy of informing boards of education concerning the aims and objectives of a sound vocational program.

The participants' positions changed significantly on the following issues with the following results:

1. Vocational education is not a frill.
2. Vocational education is as important for college-bound youth not planning to attend college.

3. Communications between superintendents and vocational directors are not such that vocational education and training can be easily presented.
4. Public and private agencies are undecided on the duplicating services in attempting to provide vocational education and training in metropolitan areas.
5. The vocational director should hold the rank of assistant superintendent to be effective.

The participants' responses to the content and proceedings of the institute indicated that the objectives were clear, fairly realistic, acceptable, and related to the participants' professional objectives. The staff, according to the participants, knew their subject, were well prepared, and stimulated their thinking. The institute was organized to contribute to achieving the objectives. The participants agreed that this type of institute contributed to stimulating interest in improving vocational education in metropolitan areas.

The data collected during the institute and six months later encouraged an acceptance of the hypothesis that participants who changed positions on important problems in their administrative units during the institute would be more likely to report changes six months later.

EVALUATION FORM I

The overall ratings given by participants to the items in Form I (shown in TABLE) indicate general agreement favorable to vocational education. For item one, dealing with target population objectives, there was agreement that vocational education should be concerned with student ability at all levels. For item six on the function of the secondary school, all disagreed that the major function of the high school was to prepare students for entrance into college.

Participants were divided on the issue of who should bear the cost of training workers. The private sector was slightly favored as the cost-bearer.

Most participants agreed that vocational education cannot be overemphasized and disagreed with the statement that general education is more useful to the average student. The majority suggested that schools should not be accredited unless vocational education is provided and that in their opinion the climate for such education is better in the comprehensive high school.

Is vocational education a frill? "Not so," said the participants, but scores on the same question moved toward less agreement on Form 2 at the completion of the institute, to the extent that there was a significant difference in pretest and post-test ratings. Again, there was a significant change in the amount of disagreement over the best preparation for entry into an occupation. However, participants agreed that vocational courses are as important for college-bound students as for noncollege-bound students. In this category, the difference in pretest-posttest scores was significant at the .01 level.

Item #33 revealed a small urban bias, where agreement indicated that vocational teachers were less adequately prepared for their jobs than academic teachers. There was general disagreement that vocational teachers knew and related to their students better than academic teachers.

Sensitivity favoring vocational education was indicated from the respondents for students terminating their education at the high school level, for students entering jobs, and for meeting individual needs. Does vocational education keep potential drop-outs in school? "Not so," according to participant ratings, but vocational education should not be delayed until after high school.

A significant change in the attitude of participants during the institute was indicated when disagreement increased over the question of employers preferring the more able vocational students. Disagreement was found on the issues of whether academic proficiency should count more than vocational proficiency and that academic counseling should preempt occupation decisions, but participants did agree that vocational education should prepare the student for college as well as for work.

Do the minority groups expect preferential treatment? Not according to the respondents, but respondents believe that the parents of minority group students are interested in their childrens' progress. Foreign born parents, however, do not exhibit more support for their children entering a vocational program.

Respondents believe that the shop portion of vocational education is important to public education because it provides a haven for problem youth. Was this speculation on the part of the respondents? Probably not, since they also believe that vocational education skill courses provide learning experiences geared to individual needs better than academic courses. The respondents more strongly agreed with this concept at the conclusion of the workshop than at the beginning; however, the difference was not statistically significant.

The last twelve items in Form #1 dealt directly with issues studied in this institute. At the beginning of the institute, participants disagreed with the statement that communications between the superintendent and director of vocational education in metropolitan areas were such that vocational education and training problems can be easily presented and expedited. At the end of the institute the participants disagreed less and this change was statistically significant at the .05 level.

Participants agreed that public and private agencies wastefully duplicate services in attempting to provide vocational education and training in metropolitan areas. By the end of the institute the participants rated this issue near undecided. This change in ratings was statistically significant at the .01 level.

Must the director of vocational education hold the rank of assistant superintendent in order to be effective? At the beginning of the seminar the participants rated this issue between disagree and strongly disagree. At the close of the seminar, a statistically significant (.10) shift was made toward less disagreement.

On the issue of whether public education has enough problems without attempting to coordinate its vocational education with private and other public agencies, participants disagreed. Little change in this position was made during the institute. But whose responsibility is it to initiate this coordination? The participants disagreed that it is not public education's responsibility and concurrently agreed that it was not the responsibility of industry to initiate such action. The participants further held the opinion that business and industry does not spend vocational training monies more wisely than public agencies, but were undecided on whether industry can best develop and conduct vocational education training programs. Little change was noted in this issue during the institute.

Participants held opinions between agreement and undecided on the issue of vocational education providing a challenge to prevent drop-outs and were also undecided on the poor coordination between academic and vocational skill and related areas. They disagreed with the statement that superintendents in metropolitan areas carry on a policy of informing boards of education concerning the aims, objectives and requirements of a sound vocational program; thus inferring that boards of education need not have a working knowledge of vocational education.

Each of the items in Form #1 was subjected to a "t" test to determine whether a statistically significant change was made by the participants during the institute. Using a quantitative measure of "i" for strongly agree and "s" for strongly disagree, mean scores, standard deviation "t" scores are shown in Table VII.

TABLE VII

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTE FOR EASTERN METROPOLITAN AREAS

Institute #1 — Institute Evaluation Form #1

Item	N		Mean	Std Deviation	t
1. Vocational Education should be just as much concerned with semi-skilled and operative type programs as it is in skilled and technical programs	55	PRE POST	1.472 1.563	0.572 0.536	-1.39
2. Students who exhibit the ability to succeed in college and whose stated goal is college, should be discouraged from taking vocational education courses	55	PRE POST	4.109 4.236	0.916 0.768	-0.97
3. The importance of vocational education cannot be emphasized enough to students	55	PRE POST	1.727 1.672	0.679 0.771	0.65
4. Failure to offer public vocational education and training cannot be justified in a democratic society	55	PRE POST	1.490 1.636	0.813 0.846	-1.42
5. Vocational education trains for jobs which don't exist	55	PRE POST	3.672 3.890	1.001 0.895	-1.76
6. The major function of the high school should be the preparation of students for entrance into college	55	PRE POST	4.600 4.527	0.683 0.539	0.66
7. Vocational education should be offered only to students with low academic ability	55	PRE POST	4.800 4.581	0.403 0.629	2.57*
8. The cost of training workers should not be born by the public school system	55	PRE POST	3.581 3.800	0.956 0.950	-1.44

* .05 Sig = 2.0

TABLE VII (cont'd)

Item	N		Mean	Std Deviation	t
9. Vocational education should not be in the high school because its skilled teacher qualifications, scheduling, and curricula are so different from regular high school requirements	55	PRE	4.309	0.663	
		POST	4.400	0.596	-0.86
10. Vocational education at the secondary level should be conducted outside the academic school system in separate vocational schools	55	PRE	3.945	0.911	
		POST	3.981	0.757	-0.299
11. The importance of vocational education cannot be emphasized enough to the general educators	55	PRE	1.690	0.857	
		POST	1.600	0.683	1.00
12. High school graduates, regardless of the course taken, should be equipped upon graduation with a salable skill	55	PRE	1.890	0.936	
		POST	1.800	0.755	0.81
13. Increased opportunities for vocational education will result in fewer dropouts	55	PRE	1.709	0.685	
		POST	1.727	0.559	-0.22
14. Vocational education contributes to the solution of unemployment	55	PRE	1.781	0.567	
		POST	1.745	0.551	0.46
15. For the "average" student, academic educational courses are more useful than vocational courses	55	PRE	4.072	0.634	
		POST	4.054	0.825	0.20
16. Whether vocational education is offered should be an important factor in determining public high school accreditation	55	PRE	1.909	0.776	
		POST	2.036	0.859	-0.96
17. The climate for vocational education is better in a comprehensive high school than in a separate vocational school	55	PRE	2.745	1.189	
		POST	2.727	1.008	0.17

TABLE VII (cont'd)

Item	N		Mean	Std Deviation	t
18. The information provided in the college preparatory course of study is more applicable to getting and holding a job than the information provided in a vocational education course	55	PRE	4.200	0.590	
		POST	4.054	0.678	1.59
19. More "average" students should be encouraged to enroll in vocational education programs	55	PRE	1.800	0.447	
		POST	1.863	0.739	-0.40
20. Vocational education is an educational frill	55	PRE	4.800	0.403	
		POST	4.527	0.604	3.61**
21. No area of education is more or less important than vocational education	55	PRE	2.054	0.890	
		POST	1.818	0.547	1.78
22. The importance of vocational education cannot be emphasized enough to the lay public	55	PRE	1.600	0.784	
		POST	1.763	0.792	-1.54
23. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school	55	PRE	4.309	0.573	
		POST	4.054	0.825	2.92**
24. Vocational education courses are as important for college bound students as they are for non-college bound students	55	PRE	2.636	1.024	
		POST	2.127	0.840	4.19**
25. Funds allocated in the school budget to vocational education should be in proportion to those students who enter the labor market from school	55	PRE	2.909	1.126	
		POST	2.800	1.078	0.74
26. The national per capita income is adversely affected as public support for vocational education declines	55	PRE	3.418	0.975	
		POST	3.290	1.100	1.224
27. Leaders of minority groups oppose vocational education for their people	55	PRE	2.600	0.894	
		POST	2.563	0.995	0.24

**.01 Sig = 2.6

TABLE VII (cont'd)

Item	N		Mean	Std Deviation	t
28. Vocational education courses prepare students for many jobs which lack public prestige	55	PRE	2.600	0.954	
		POST	2.800	0.969	-1.31
29. Leaders of minority groups prefer college prep programs for their people rather than vocational education	55	PRE	1.963	0.607	
		POST	1.909	0.752	0.57
30. Youth are being educationally shortchanged due to inadequate vocational offerings	55	PRE	3.872	0.817	
		POST	4.072	0.689	-1.47
31. Vocational education in rural areas is more important than vocational education in urban areas	55	PRE	1.854	0.590	
		POST	1.854	0.558	0.00
32. More "above average" students should be encouraged to enroll in vocational education	55	PRE	3.545	0.939	
		POST	3.800	0.910	-1.99
33. Currently employed vocational education teachers are less adequately prepared for their jobs than academic teachers	55	PRE	2.800	1.007	
		POST	2.636	0.988	1.35
34. Vocational education teachers know and meet the individual needs of their students better than academic teachers	55	PRE	4.218	0.685	
		POST	4.145	0.678	0.72
35. Only the non-college bound need vocational education	55	PRE	3.545	0.977	
		POST	3.690	1.016	-1.09
36. Parents of minority group students generally exhibit little or no interest in their children's progress in school	55	PRE	4.218	0.567	
		POST	4.054	0.869	1.58
37. Children whose parents are foreign born get more parental support for entering a vocational program than children from parents born in America	55	PRE	3.436	1.084	
		POST	3.418	1.083	0.13

TABLE VII (cont'd)

Item	N		Mean	Std Deviation	t
38. Most students would not benefit from the job skill instruction offered in vocational education programs	55	PRE	2.400	0.914	
		POST	2.345	0.907	0.38
39. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school	55	PRE	2.327	0.924	
		POST	1.090	0.674	3.24**
40. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum	55	PRE	2.163	0.739	
		POST	2.000	0.793	1.76
41. Vocational education skill courses provide learning experiences geared to individual needs better than academic courses	55	PRE	2.217	0.903	
		POST	1.890	0.566	2.21*
42. Vocational education programs help keep the potential dropout in school	55	PRE	4.254	0.798	
		POST	4.290	0.628	-0.34
43. Vocational education should be delayed until after high school graudation	55	PRE	3.909	0.674	
		POST	3.890	0.737	0.19
44. Employers prefer college preparatory graduates to vocational education graduates because they are more capable	55	PRE	3.927	0.689	
		POST	3.690	0.920	1.90
45. Occupations, other than the professions, require less able students than the college preparatory students	55	PRE	2.309	0.857	
		POST	2.345	0.907	-0.26

* .05 Sig = 2.0
**.01 Sig = 2.6

TABLE VII (cont'd)

Item	N		Mean	Std Deviation	t
46. Employers would prefer vocational graduates over college preparatory graduates, if more able, rather than less able students selected vocational education	55	PRE POST	4.000 4.181	0.577 0.611	-0.32*
47. Academic proficiency should count more than vocational proficiency when setting high school graduation requirements for vocational students	55	PRE POST	4.236 4.363	0.526 0.485	-1.62
48. Academic counseling should be given precedence over occupational counseling because high school youth are too inexperienced to make occupational decisions	55	PRE POST	4.200 3.872	0.802 0.943	2.68**
49. The shop portion of vocational education is important to public education because it provides a haven for problem youth	55	PRE POST	2.309 2.109	0.920 0.737	1.74
50. Vocational education should prepare the student for college as well as for work	55	PRE POST	2.836 3.072	1.198 0.978	-1.98
51. Part-time cooperative vocational education is the best type because the skilled training is given in industry where it is always available, kept up-to-date, and avoids costly educational physical facilities, equipment and staff	55	PRE POST	3.436 3.527	0.938 0.920	-0.75
52. Minority groups attending vocational education programs want preferential treatment	55	PRE POST	3.363 3.472	1.006 1.015	-0.78

* .05 Sig = 2.0
** .01 Sig = 2.6

TABLE VII (cont'd)

Item	N		Mean	Std Deviation	t
53. Lines of communication between the administration and the director of vocational education in metropolitan areas are such that vocational education and training problems can be easily presented and expedited	55	PRE	4.127	0.473	
		POST	3.854	0.803	2.44*
54. The coordination of both public and private vocational education and training programs conducted in and/or out of school for youth and adults in metropolitan cities is as good as can be expected	55	PRE	2.527	1.051	
		POST	2.436	0.918	0.68
55. Public and private agencies wastefully duplicate services in attempting to provide vocational education and training in metropolitan cities	55	PRE	2.236	1.170	
		POST	2.654	1.142	-2.77**
56. The professional responsibilities of the person in charge of vocational education and training in metropolitan cities make it imperative that he has the rank of assistant superintendent in order to be effective	55	PRE	4.154	0.621	
		POST	3.909	9.887	1.90***
57. Public education has enough problems without getting involved in attempts to coordinate its vocational education and training efforts with private and other public agencies	55	PRE	4.109	0.657	
		POST	4.036	0.719	0.64
58. The initiative for getting efficient and effective coordination of public and private vocational education and training programs is not the responsibility of public education	55	PRE	3.727	0.911	
		POST	3.745	0.966	-0.13

* .05 Sig = 2.0
** .01 Sig = 2.6
*** .10 Sig = 1.7

TABLE VII (cont'd)

Item	N		Mean	Std Deviation	t
59. Since business and industry have a great stake in vocational education and training, they should take the initiative and responsibility for coordinating the total vocational education and training effort in metropolitan cities	55	PRE POST	3.981 3.872	0.706 0.817	0.86
60. Public funds for vocational education and training granted to industry are more wisely and effectively spent than through a public board of education	55	PRE POST	4.036 4.018	0.881 0.706	0.18
61. Developing and conducting vocational education and training programs can best be done by industry	55	PRE POST	2.836 2.981	1.032 0.971	-1.01
62. Vocational education and training in metropolitan cities does not provide sufficient challenge enough to in-school and out-of-school youth because of its limited choices of occupations to study	55	PRE POST	2.363 2.381	0.824 0.892	-0.12
63. The great weakness in vocational education in metropolitan cities is in its poor coordination between required academic subjects and the vocational skills and related subject area	55	PRE POST	2.854 2.908	1.161 1.076	-0.41
64. The superintendents of schools in metropolitan cities carry on a policy of educating and informing their board of education concerning the aims, objectives and requirements of a sound vocational education	55	PRE POST	3.418 4.800	1.21 1.74	0.60

EVALUATION FORM II

The items in Form II were concerned with the institute objectives, activities, content and staff. The first five items elicited responses related to the objectives of the institute from the participant's point-of-view. Using a quantitative scale of "1" for strongly agree to "5" for strongly disagree, the opinions on the objectives were as follows:

Were the objectives:

		Mean
1.	Clear	2.0
2.	Not realistic	3.6
3.	Easy to work with	1.8
4.	Acceptable	2.2
5.	Not same as own	3.9

Seven items dealt with the content. The content was:

6.	Not new	2.7
7.	Valuable to me	2.36
8.	Learned better by reading	3.1
9.	Considered my problem	2.0
10.	Too elementary	3.1
27.	Too advanced	3.3
28.	Applicable to problems	1.5

The following five questions related to the staff:

11.	The leaders knew their subject	2.0
12.	Discussion leaders were well prepared	1.6
13.	I was stimulated to think about topics	2.36
14.	New professional associations were made	1.6
15.	We worked together well as a group	1.6

Items 16 to 26 were concerned with how the institute program was organized and carried out:

16.	We did not relate theory to practice	3.8
17.	Sessions followed a logical pattern	1.2
18.	Schedule was too inflexible	3.4
19.	Group discussions were excellent	1.8
20.	Too little time for informal dialogue	4.7
21.	I did not have time to express my ideas	4.0

		Mean
22.	I really felt a part of the group	2.0
23.	My time was well spent	1.6
24.	The institute met my expectations	1.5
25.	Reference materials were very helpful	1.8
26.	Too much time was devoted to trivial matters	

Two items posed the value of institutes such as this: Should institutes such as this be offered again in future years? A mean 1.4 indicated strongly agreed. Would such institutes contribute to stimulating interest in improving vocational education in metropolitan areas? Again, a mean of 1.1 indicated strong agreement.

SUMMARY OF FORM II

A frequency count for the thirty items in this instrument is shown in Table VIII. The data in this table indicated that the institute objectives were clear, fairly realistic, acceptable and related to the participants' professional objectives. The content, as described by the rating on items in this form, was valuable, related to current problems, and applicable. The scores on items #10 and #27 indicated that participants were undecided on whether the content was too elementary or too advanced, inferring that it was presented at an acceptable level of difficulty.

The staff, according to the opinions of the participants, knew their subject, were well-prepared and stimulated thinking. The organization of the institute was felt to contribute to achieving the objectives. Should such institutes be offered again? The participants indicated a high level of agreement and indicated that such institutes do contribute to stimulating interest in improving vocational education in metropolitan areas.

TABLE VIII

FREQUENCY OF RESPONSES TO ITEMS OF FORM 2

Item	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
1. The objectives of this Institute were clear to me.	18	46	4	8	0
2. The objectives of this Institute were not realistic.	1	7	12	41	12
3. Specific objectives made it easy to work efficiently.	29	34	0	10	3
4. The participants accepted the objectives of this Institute.	14	34	14	9	2
5. The objectives of this Institute were not the same as my objectives.	4	5	2	47	18
6. I did not learn anything new.	15	3	8	21	18
7. The materials presented were valuable to me.	11	51	6	6	3
8. I could have experienced as much by reading a book. . .	7	14	7	33	13
9. Possible solutions to my problems were considered.	28	34	12	3	1

TABLE VIII (cont'd)

Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
10. The information presented was too elementary.	4	8	4	44	19
11. The speakers really knew their subject.	12	55	1	7	1
12. The discussion leaders were well prepared.	41	30	0	4	1
13. I was stimulated to think about the topics presented.	8	41	10	10	4
14. New professional associations were made which will help.	39	13	14	1	1
15. We worked together well as a group. . .	39	24	4	1	2
16. We did not relate theory to practice .	0	8	18	28	22
17. The sessions followed a logical pattern. .	62	11	3	0	0
18. The schedule was too inflexible.	2	10	24	18	18
19. The group discussions were excellent. . .	28	34	7	5	1
20. There was very little time for informal dialogue.	3	8	4	31	30
21. I did not have an opportunity to express my ideas.	3	7	5	32	29
22. I really felt a part of this group. . . .	21	33	10	8	3
23. My time was well spent	38	31	4	2	1

TABLE VIII (cont'd)

Item	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
24. The Institute met my expectations. . . .	44	29	2	1	0
25. The reference materials that were provided were very helpful.	12	47	10	1	6
26. Too much time was devoted to trivial matters.	3	4	18	31	20
27. The information presented was too advanced.	8	18	14	10	26
28. The content presented was applicable to the important problems in this area.	55	11	5	5	0
29. Institutes such as this should be offered again in future years.	57	21	8	0	0
30. Institutes such as this will contribute greatly to stimulating interest in improving vocational education in the metropolitan area.	55	20	0	1	0

. If you had it to do over again, would you apply for this institute which you have just completed? Yes 64 No 9 Uncertain 3

. If an institute such as this is held again would you recommend to your peers that they attend? Yes 64 No 4 Uncertain 8

EVALUATION FORM III

Since the institute was organized to present current issues in the administrative coordination of vocational education in metropolitan areas and to encourage change favorable to the implementation of appropriate vocational programs, participants were presented with nine challenges. The participants ranked these nine challenges at the beginning of the institute and again six months later:

1. Utilization of data processing in educational decision-making;
2. Clarification of the roles of position holders with regard to changes desired in the system;
3. Strategy for changing vocational education programs in the system;
4. Identification of forces and pressures working for and against changes in the local vocational education program;
5. Cultivating a personal commitment to the importance of vocational education in the total educational program of the system;
6. Developing leadership teams for bringing about changes in vocational education programs in the system;
7. Goal setting for vocational education programs;
8. Identifying barriers to change in the system; and
9. Formulating policy conducive to bringing about desired changes in vocational education programs.

Participants were requested to rank-order the nine problem areas in terms of their perception of the importance of each in their system. The rank-ordering was obtained at the beginning and again at the end of the institute program, as well as six months following the institute. Realizing the difficulty in evaluating a program of this nature, the idea was advanced that participants who changed their rank-ordering the greatest amount would also implement more changes upon returning home. This idea, then, became the major hypothesis for our evaluation.

Change was determined in the rankings given each item in the pre- and post-tests. For example, ranking item one in fifth place in the pretest and ninth place in the post-test would amount to a change score of 4. Each item was scored accordingly. This procedure enabled us to group the participants into three categories; namely, the lower one third, the middle one third, and the upper one third. The scores for each category range is summarized below.

Category	Cut-off Scores	Number of Participants (N)
Lower third	0-16	15
Middle third	17-22	15
Upper third	23-32	15

Data was obtained from 45 participants. This was roughly a 50% sample of those attending the institute. The results of those reporting changes within six months following the institute are reported in Table IX. The item ranking for pre and post-test are shown in Table X.

TABLE IX

Number of Participants Reporting and Not Reporting Changes in Work Situations by Change Categories

Change Category	No Change Reported	One Change or More Reported	Total
Lower Third	6	9	15
Middle Third	2	13	15
Upper Third	4	11	15
Totals	12	33	45

x^2 = 3.3 with 2 d.f. Significant at .05%

These data encouraged an acceptance of the hypothesis that participants who changed position on important problems in their administrative units during the institute would be more likely to report changes six months later. However, it was observed that the middle third change category of participants reported more changes than the upper third category.

SUMMARY OF CHANGES REPORTED

The changes reported by the participants are worthy of mention in the evaluation of the institute. One participant commented that "--the institute made him more aware of the change process and the changes taking place in educational systems." This general theme was suggested by at least ten other participants.

Changes which were most often reported included:

1. Establishing advisory groups on inner-city vocational education problems;
2. Developing new programs for special groups in the inner-city;
3. Organizing teams within the system to improve the image of vocational education in the inner-city schools;
4. Increased consultant activity;
5. Team visitations to other metropolitan systems to search for new approaches and goals for their own systems; and
6. The development of a model for vocational education in the system (reported by two participants).

TABLE X

ITEM RANKING FOR FORM III

Item	Pretest		Post-test	
	X	Rank	X	Rank
1. Developing policy that is appropriate to bringing about changes needed in vocational education in the system.	3.56	2	3.92	2
2. Identifying forces and pressures working for and against change in vocational education programs in the inner city.	4.38	4	4.76	5
3. Identifying barriers to change in the system.	4.32	3	4.76	5
4. Developing a strategy for changeing vocational education programs in the system.	3.51	1	3.57	1
5. Developing goals for vocational education programs.	4.46	5	4.49	3
6. Clarifying the roles of position holders with regard to change desired in the system.	6.21	8	5.57	8
7. Developing leadership teams for bringing about changes in vocational education programs in the system.	4.94	6	4.49	3
8. Utilizing data processing in the educational decision-making process.	7.56	9	8.27	9
9. Cultivating a personal commitment throughout the system for the importance of vocational education in accomplishing the goals of education today. . . .	5.08	7	4.95	7

CHAPTER IV

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

OBJECTIVES OF INSTITUTE

The outcomes of the institute contributed to the administrative coordination of vocational education through the formal presentations that were developed and the task group discussions. The presentations and discussions were directed toward the objectives adopted for the institute program:

1. To interface teams of administrative leaders in metropolitan areas in studies of vocational education for the inner city.
2. Identification of models and strategies for developing vocational education in the inner city.
3. Establishment of parameters of innovative programs for vocational education in the inner cities.
4. The strengthening of working relationships among administrators vs. responsibility for serving vocational education needs.

PARTICIPANT CONTRIBUTIONS

The major points and conclusions drawn from the presentations and discussions were synthesized by Dr. Joseph T. Nerden in the final session of the institute and presented as follows:

1. To meet the needs of residents of metropolitan areas will take the effort, creativeness and wisdom of vocational educators. This is not a matter of choice; rather it is the mandate of Congress, expressed in the Vocational Education Amendment of 1968 and assuring that a stipulated percentage of the total vocational funds (by states) be expended for the purpose.
2. The solutions of some of the social and economic problems in the inner city can only be produced when the people needing jobs, and the employers who will provide these jobs that need trained people get together. Needed urgently is a system of data banking and analysis similar to a Management Information System, ---as a first step in the solution of the problem.
3. Educational administrators must look beneath the affluence, industry and successes of the cities; underneath, ---in all the metropolitan areas ---there are thousands of underemployed, unemployed and disadvantaged who must be served with relevant vocational education ---preparation for jobs. This is the challenge of all education, and particularly vocational education.
4. Administrators must be innovative and creative in solving the problems of providing vocational education for all the people. Yet, the history and the demonstrated successes of long standing procedures should not be overlooked either.

5. Important means to the problem of providing adequate educational opportunities for all in metropolitan centers is involvement of local and state joint planning, joint financing, joint leadership in developing and evaluating vocational education programs.
6. We need to keep our eye on the vocational programs as part of education's responsibility to provide comprehensiveness in education, and not start with decisions to build comprehensive institutions.
7. A very real danger in providing vocational programs for the inner city is the institutionalization of administration. Bureaucracy which is aimed at self-perpetuation is not calculated to reflect the changing demands of the people (and communities) for vocational preparation and re-preparation.
8. Vocational administrators must recognize the full domain of vocational education in dealing with the inner cities. From short-term training for the disadvantaged and the unemployed to the degree-granting post-secondary offerings, all areas and all levels of vocational education should be provided.
9. Vocational education for the inner city cannot be provided adequately, unless all areas of service and all groups to be serviced are recognized and administered to. Thus, vocational education on the secondary, post-secondary and adult levels, occupational education on the pre-vocational level, community involvement, government and social agency involvement, ---and involvement of students in the planning of vocational education programs which affect them ---must all be provided. All facets of vocational education must be part of the overall mix.
10. The adult and out-of-school youth programs represent the areas needing the greatest attention. Particularly in the inner cities, the need to up-date, up-grade, prepare and re-prepare adults for jobs represents an area of effort most deserving of the investment in dollars and most productive of solutions to both economic and social problems.
11. The "accountability" of vocational education will depend in the future upon management information systems which data-bank all of the factors that impinge upon vocational education and the decisions which must be made in its behalf. These factors include populations of regions, population mobility, population in terms of ethnic and racial makeup; also, job availability, level, skill and technical requirements; also, all of the factors which describe teachers, guidance, supervision and administrative research and the required competencies of personnel in each of these areas; further, factors of space, work stations, dollars expended for personnel, contactual services, supplies and material, equipment and items of capital outlay. With all of these factors ---and others ---appropriately and accurately data-banked, administrators who are responsible for management decisions will be able to make those decisions which have their roots in relevance, validity and reliability.
12. The use of the computer in attempting to solve the inner city vocational education problems and needs will require extensive changes in administrator attitudes. As an electronic aid to

decision-making, the administrator must understand the need for him (or her) to acquire the formal administrative preparation which recognizes the role of the computer as a decision-making tool, the confidence which he must place in his electronic partner in decision-making, and the reliance he must begin to build up in electronic data as the firm basis for planning and organization, communication, staff employment, cost-benefit analyses and many other aspects of administration.

ATTAINMENT OF OBJECTIVES

The evaluation analyses gave evidence that progress was made toward attaining the objectives of the institute. The overall ratings of the institute indicated general agreement favorable to vocational education for the specific target groups in the inner city. During the institute a significant change in the attitudes of participants was measured on the question of employers preferring the more able vocational students.

The twelve items in evaluation Form #1 dealt directly with the issues presented in the institute program. A significant measure of administrative leaders interfacing and strengthening of working relationships was shown in the problem of communications between metropolitan area superintendents and their directors of vocational education. A significant positive change was noted. Further interfacing was indicated by participant recognition that superintendents do not carry out a policy of informing boards of education concerning the aims and objectives of vocational education.

The participant response was positive on the recognition that the objectives of the institute was clear, fairly realistic, related to their professional objectives, and related to current problems. The objective of establishing the parameters of innovative programs for vocational education in the inner cities formed a framework for changes to be made by participants in their administrative units. Evaluation Form #3 was designed to measure participant orientation to such changes.

CONCLUSIONS AND RECOMMENDATIONS

A review of the institute proceedings and the evaluation leads to a conclusion that the institute objectives were relevant and clear and that the content was appropriate to achieving the stated objectives. Acceptance of this conclusion was enhanced by the statistically significant changes in positions on key issues held by participants before and after the institute.

While the evaluative data confirmed the content validity of the institute proceedings for the specific objectives, a synthesis of this data indicates idiosyncrasies in the educational systems in metropolitan areas. The most obvious of these discrepancies reveals that superintendents and other administrative personnel do not hold clearly described concepts of the aims and purposes of education in a technological society; that the methodology for achieving these goals and aims are indecisive, and that the goals, aims, objectives, content, and methodology of vocational education have only quasi-acceptance.

The failure to accept vocational education as valid methodology for achieving the goals and aims of education in a technological society is revealed in the position given to the directors of vocational education in the administrative structure of the school systems and the opinions of the participants that superintendents in metropolitan areas do not carry out a policy of informing school boards concerning the aims and purposes of vocational education.

Further synthesis of the opinions of participants leads to the speculation that administrators have difficulty differentiating between major decisions and decisions concerning systems and bureaucratic minutiae. That boards of education are not informed on the philosophy of vocational education and its value to students as preparation to enter into an occupation represents major issues, while concern for private agencies wasting training funds and decisions that general education is not more useful than vocational education are rhetorical questions requiring decisions which serve more to cloud the major issues than to provide educational programs possessing a high level of content validity in a technological society.

It is not unreasonable to speculate that the administrative personnel including boards of education in metropolitan areas are uninformed on the objectives of vocational education and the values to be accrued through the methodology applied to achieving acceptable and valid levels of educational objectives. Specifically, it is reasonable to speculate that the methodological gap between the goals of education and content of the classroom subject is not clearly recognizable.

The recommendations evolving from the synthesized conclusions are as follows:

1. That opportunities be provided for administrative personnel in metropolitan areas to acquire a realistic and sophisticated knowledge, comprehension and synthesis of the goals and aims of education in a technological society.
2. That concepts of educational methodology possessing a high level of inherent content validity for achieving these objectives be clearly described in models and be made available to administrative personnel.
3. And that provisions be made to aid superintendents, boards of education and other administrative personnel to synthesize (Bloom's Taxonomy, Cognitive Domain, fifth level) the philosophy and methodology of vocational education.

APPENDIX A

BROCHURE AND APPLICATION FORM

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

SIGILLUM UNIVERSITATIS MARSHALLENSIS · 1837 ·

TEMPLE UNIVERSITY
PERSEVERANTIA VINCIT
Of The Commonwealth System Of Higher Education

Training Professional Personnel
Responsible For
Vocational Education In
Eastern Metropolitan Areas
Under U.S.O.E. Grant 9-0535

INSTITUTE TITLE

Administrative Coordination of Vocational Education in Metropolitan Areas

PLACE AND DATE OF INSTITUTES

Chicago, Illinois - April 6-9
Atlanta, Georgia - May 11-14

NUMBER OF PARTICIPANTS

Chicago - 50
Atlanta - 50

PARTICIPANT REPRESENTATION

Superintendents of Schools in Major Urban Areas, City District Superintendents, State Director of Vocational Education, State Superintendents, Principals of Inner City Schools, Director of Area Vocational Schools, State Vocational Supervisors, Teacher Trainers.

OBJECTIVES

Four major objectives have been developed for this institute. First, to interface teams of administrative leaders in metropolitan areas in studies of vocational education for the inner city. Second, to identify models and strategies for developing vocational education in the inner city. Third, to establish parameters of innovative programs. Fourth, to strengthen working relationships among administrators with responsibility for serving Vocational Education needs.

OUTCOMES

This institute is designed to produce: (1) Models, strategies, and guidelines for policy and leadership development, decision making and comprehensive vocational programs within states and metropolitan areas with specific orientation to the inner city, (2) An awareness of the potential of vocational education for youth who must develop marketable skills in school, and (3) A guideline booklet and resource materials.

PROCEDURES

Teams composed of state and large city administrators will be brought together for one week. In each institute a keynote address and major presentations will provide the background for five team workgroups. Participants will develop working models and strategies for policy development and resource interfacing appropriate to new approaches for inner city vocational education.

CONSULTANTS

Dr. John W. Letson, Superintendent
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Atlanta, Georgia

Mr. Joe D. Mills, Executive Assistant
Superintendent
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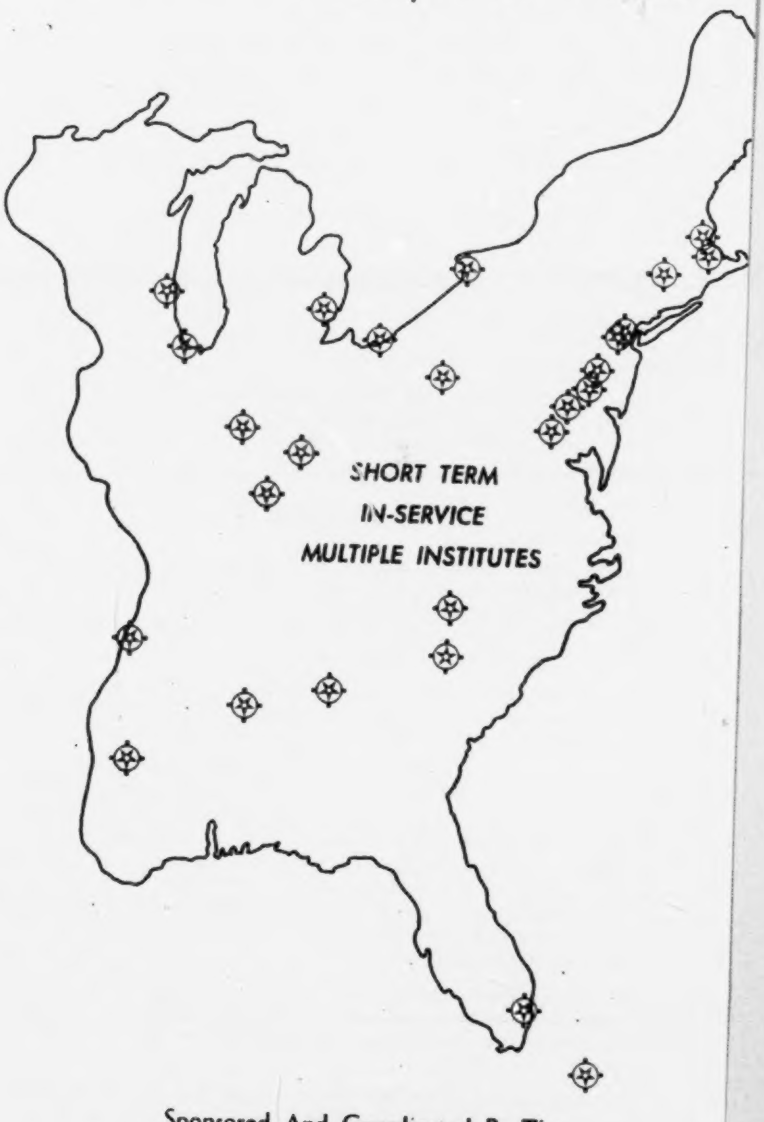
Huntington, West Virginia 25701

Training Professional Personnel Responsible For Vocational Education In Eastern Metropolitan Areas


SHORT TERM
IN-SERVICE
MULTIPLE INSTITUTES

Sponsored And Coordinated By The
Division Of Vocational Education
College Of Education, Temple University
Philadelphia, Pennsylvania 19122
Under U.S.O.E. Grant 9-0535

GOALS

To incorporate the best tested experiences, knowledge and materials in identifying programs of vocational education and training that are practical of implementation by a leadership team.

To reassess vocational education and training efforts as an inseparable meaningful part of the total education program and to redirect programs and experiences, where necessary, to maximize the development of the human resource potential so that it becomes actual.

To affect behavioral changes in power structures and decision/policy makers so that legislative mandates for total education and training programs for In-school youth, out-of-school youth and adults become a reality.

To involve, to challenge, to stimulate, to demonstrate and to seek out new and more effective ways to educate and train this Nation's manpower and womanpower and to prepare feedback materials, methodology, research findings, designs, etc. . . . to the end that functional programs of vocational education and training, including all essential related services, may be planned and implemented.

CENTRAL FOCUS OF THE INSTITUTES

The central focus will be on the resolution of issues, forces, and other constraints in the inner cities of metropolitan areas and regions of high population density which prevent policy makers from providing realistic vocational education and training programs to meet the full range of needs of people and the demands of the labor market.

Influential decision-making teams, representing widely divergent interests and services, but all concerned with maximizing the development of human potential will be involved in an inter-disciplinary approach.

THE INSTITUTES

Temple University serves seven major functions: planning, coordinating, management, operation (two institutes), promotional, establishing advisory councils, and dissemination. It will interweave inputs of position papers, regional conferences, State plan guidelines, compact of States' deliberations, and other significant experiences.

.Ten institutes will be conducted by selected Universities, great cities educational departments that have demonstrated inner-city leadership, and specialized vocational schools serving the handicapped.

Each of the multiple institutes will be planned and administered by an institute director who has demonstrated outstanding capability to bring influential groups together; to get maximum interaction and commitment from them; to produce feedback materials and reports; to define models, strategies and techniques; and to perform all services essential for the success of similar undertakings. These directors will be welded together into a cohesive working team with whatever level of autonomy that may be needed. Supplemental assistance will be given by the project director.

Outstanding resource persons will be used from great cities systems; all levels of government; the public and private sectors of industry, labor, management and manpower; other supportive services, and the lay public.

The institutes will serve the States east of the Mississippi River, Washington, D. C., the territories of Puerto Rico and the Virgin Islands, Regions I through V, as defined by the U.S.O.E. They will be located so that they are easily accessible and provide maximum participation from the total geographic area served.

Through presentations, discussions, field trips, and study in both small and large groups, the participants will have an opportunity to broaden their horizons, to interact and to confer individually, if desired, with the resource personnel and others having similar problems.

Brochure

Each of the Institutes is predicated upon the following philosophical foundations:

Foundation One

Equal access to educational opportunity shall be provided for every youth or adult. Equality and accessibility imply the chance to select vocational education as preparation for employment, consistent with labor market and societal needs and the ability of the individual to profit by such instruction, or a quality program of general education which the individual in a free society may elect

Foundation Two

The total program and experiences in vocational education and training are an integral part of the mainstream of a total educational program (but with its own identity and specially qualified personnel to serve functions which have been identified as unique and require special experience and preparation) which serves man continuously throughout his life span.

Foundation Three

Vocational education and training shall be open-ended so that man shall have opportunity continuously to advance to his highest potential level consistent with his interest, abilities and desires and the manpower needs of society.

INSTITUTE ONE

Administrative Coordination of Vocational Education in Metropolitan Areas

Dr. Charles Jones, *Director*
Department of Vocational-Technical Education, Box 174
Marshall University
Huntington, West Virginia 25701

Telephone: 304-696-3630

INSTITUTE TWO

Annual and Long-Range Program Planning in Metropolitan Areas in Accordance with the Vocational Education Act Amendments of 1968

Dr. Seelig Lester
Deputy Superintendent of Schools
The Board of Education of
the City of New York
110 Livingston Street, Room 1004
Brooklyn, New York 11201

Telephone: 212-596-6204

INSTITUTE THREE

Orientation to New Vocational Education Concepts and Programs in Metropolitan Areas

Dr. Adolph Panitz, *Consultant*
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122

Telephone: 215-787-8382

INSTITUTE FOUR

Coordination of Supportive Programs for Vocational Education Students in Metropolitan Areas

Dr. Cleveland Denard, *President*
Washington Technical Institute
4100 Connecticut Avenue, N. W.
Washington, D. C. 20008

Telephone: 202-629-7307

INSTITUTE FIVE

Improving the Preparation of Professional Personnel for Vocational Education in Metropolitan Areas

Dr. Herbert Righthand, *Chief*
Bureau of Vocational Services
State Department of Education, Box 2219
Hartford, Connecticut 06115

Telephone: 203-566-5128

INSTITUTE SIX

Updating the Process and Content of Teacher Education Courses to Reach Disadvantaged Adults in Metropolitan Areas

Dr. Bruce Tuckman
Associate Professor of Education
Department of Vocational Education
Graduate School of Education
Douglass-WoodLawn Gate House
Rutgers - The State University
New Brunswick, New Jersey 08903

Telephone: 201-846-4628

INSTITUTE SEVEN

Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas

Dr. Marvin Hirshfeld, *Chairman*
Department of Distributive Education
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19112

Telephone: 215-787-8376

INSTITUTE EIGHT

Improving Occupational Orientation Programs for Junior High School Students in Metropolitan Areas

Dr. Charles M. Jochem, *Superintendent*
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625

Telephone: 609-883-2600

INSTITUTE NINE

Development of Vocational Guidance and Placement Personnel for Metropolitan Areas

Dr. Gordon McMahon, *Director*
Department of Vocational Technical Education
State University College
Oswego, New York 13122

Telephone: 315-341-4047

INSTITUTE TEN

Metropolitan Area Application of Vocational Education Innovations Resulting from Research and Development Programs

Dr. Charles Nichols, *Director*
Department of Vocational Education
Kent State University
Kent, Ohio 44240

Telephone: 216-672-2929

PARTICIPANTS

Each institute director will be responsible for the selection of participants. Temple University will provide direction to assure complete representation of cross sections of persons and agencies directly involved in inner city problems and programs in metropolitan areas served by the project.

TRAVEL AND SUBSISTENCE

Limited funds are available for travel and subsistence for each institute. More complete information will be supplied by the directors of each institute.

NON-DISCRIMINATION PROVISION

Discrimination prohibited — Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, creed, sex, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal assistance."

Temple University and each sub-contractor operates in compliance with this law.

REQUESTS FOR APPLICATIONS OR INFORMATION

Full information and applications for any particular institute may be secured from the individual institute director whose name, address and telephone number are included in this brochure.

In addition, information concerning any or all of the institutes may be secured from:

Dr. C. Thomas Olivo
Project Director
Division of Vocational Education
College of Education
Temple University
Philadelphia, Pennsylvania 19122
Telephone: 215-787-8382

Dr. Albert E. Jochen
Associate Project Director
Marie H. Katzenbach School for the Deaf
West Trenton, New Jersey 08625
Telephone: 609-883-2600 Extension 219

NOMINATIONS FOR URBAN INSTITUTES

CITY____________________ STATE____________________ DATE____________________

SUPERINTENDENT____________________ PERSON MAKING NOMINATION____________________

INSTITUTE	PERSON NOMINATED	HIS POSITION	HIS ADDRESS
# 1			
Alternate			
# 2			
Alternate			
# 3			
Alternate			
# 4			
Alternate			
# 5			

INSTITUTE	PERSON NOMINATED	HIS POSITION	HIS ADDRESS
Alternate			
# 6			
Alternate			
# 7			
Alternate			
# 8			
Alternate			
# 9			
Alternate			
# 10			
Alternate			

MVT-1

APPLICATION FOR PARTICIPATION IN INSTITUTE "ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS"

NAME

Miss
Mrs.
Mr.
Dr. ____
(Last) (First) (Middle)

ADDRESS

____
(Street) (City) (State) (Zip Code)

TELEPHONE ____________________

REPRESENTING ____
(Indicate state, city)

PROFESSIONAL EXPERIENCE

CURRENT POSITION

____
(Title) (Years held)

____
(Employer's name) (Address)

MAJOR RESPONSIBILITIES

____

____

IF ACCEPTED AS A PARTICIPANT

a. Indicate your most likely mode of travel: __air __auto __other.
b. Indicate the type of housing desired:
    ___ I will share a double
    ___ I prefer a single
c. I agree that if accepted to participate in this institute I will be in attendance for the entire scheduled period.
d. I prefer to attend the institute April 6-9, 1970 in Chicago____, or May 11-14, 1970 in Atlanta___.

____
Signature

What knowledge or skill do you feel you can contribute?

What knowledge or skill would you like to obtain as a result of your participation in this institute?

List any important problems which you feel should be presented.

RETURN COMPLETED FORM TO:

Dr. Charles I. Jones, Chairman
Department of Vocational Technical Education
Box 116
Marshall University
Huntington, West Virginia 25701

APPENDIX B

LIST OF PARTICIPANTS AND STAFF

STAFF ROSTER

DR. CHARLES I. JONES, INSTITUTE DIRECTOR
Professor and Chairman
Department of Vocational Technical Education
Teachers College
Marshall University
Huntington, West Virginia

DR. MARY ELIZABETH MILLIKEN, INSTITUTE CO-DIRECTOR
Associate Professor
Department of Vocational Technical Education
Teachers College
Marshall University
Huntington, West Virginia

MRS. HARRY A. WINTER, COORDINATOR
Institute Service
Decatur, Georgia

DR. C. DOUGLAS BRYANT, INSTITUTE EVALUATOR
School of Education
North Carolina State University
Raleigh, North Carolina

DR. JOHN W. LETSON, INSTITUTE PROGRAM CONSULTANT
Superintendent of Atlanta Public Schools
Atlanta, Georgia

DR. JOSEPH T. NERDEN, INSTITUTE PROGRAM CONSULTANT
Professor, Industrial Education Department
School of Education
North Carolina State University
Raleigh, North Carolina

DR. BYRL SHOEMAKER, INSTITUTE PROGRAM CONSULTANT
Director of Vocational Education
Ohio State Department of Education
Columbus, Ohio

MR. JOE MILLS, INSTITUTE PROGRAM CONSULTANT
Executive Associate Superintendent
Pinellas County Schools
Petersburg, Florida

DR. CHARLES A. ROGERS, INSTITUTE ARTICULATION CONSULTANT
Director of Conference
Center for Occupational Education
North Carolina State University
Raleigh, North Carolina

Institute for

ADMINISTRATIVE COORDINATION OF VOCATIONAL EDUCATION IN METROPOLITAN AREAS

Atlanta, Georgia
May 11-14, 1970

	PARTICIPANTS	TITLE
1.	Aiken, William Jennings Rt. #3, Box 538 Anchorage, Kentucky 40223 (502) 245-4327	Instructional Supervisor Jefferson County Board of Education
2.	Amar, Dr. M. Benedict 500 - 61st Street Lisle, Illinois 60532 (312) 971-0135	District Superintendent Chicago Board of Education
3.	Arnold, Howard 67 Legare Street Charleston, S. C. 29401 (803) 722-8461	Director of Vocational Education Charleston County School District
4.	Ball, John H. 8 Meadow Lane Coventry, Rhode Island 02816 (401) 821-6720	Area Coordinator Coventry Area Vocational-Technical School
5.	Bennett, Robert Edward 38 Woodland Avenue Bloomfield, Connecticut 06122 (203) 242-9609	Consultant, Vocational Education Connecticut State Dept. of Education
6.	Block, Dr. William J. North Carolina State University Raleigh, N. C. 27607 (909) 755-2482	Professor and Department Head Department of Politics
7.	Brown, Lloyd IPM Center, 785 Avocado Street Cocoa, Florida (305) 636-7151	Director of Vocational Education Brevard County School Board
8.	Broadwell, Mrs. Lucile 1929 Hawthorne Westchester, Illinois 60153 (312) 641-4435	Director, Bureau of Health Occupations Chicago Board of Education

9.	Brown, David A. 1186 Ovington Road Jacksonville, Florida 32216 (904) 724-1286	Director of Vocational-Technical Educat Duval County
10.	Bryant, Dr. C. Douglas 121 Tompkins Hall N. C. State University Raleigh, N. C. 27607 (919) 755-2235	Assistant Professor School of Education
11.	Burdette, Clarence Edward 5309 Kootz Drive Charleston, W. Va. 25312 (304) 776-2368	Director, Adult & Vocational Education Kanawha County Board of Education
12.	Butler, Robert Kenneth Wheaton Square Worcester, Massachusetts 01608 (617) 754-7442	Administrator (Superintendent) Worcester Vocational School
13.	Carr, Jack Allen 1161 W. 40th Street Chattanooga, Tennessee 37409 (615) 821-2513	Coordinator of General Education Chattanooga Board of Education
14.	Carter, Robert T. Rt. 3, Box 868 Gardendale, Alabama 35071 (205) 631-4822	Assistant Director Vocational & Adult Education Jefferson County Board of Education
15.	Chelly, Irvan Vincent-Paul 303 Plymouth Road, Fairfax Wilmington, Delaware 19803 (302) 654-3181	Director, Adult & Vocational Education Wilmington Board of Education
16.	Cipriano, Anthony V. 34 Fenwick Somerville, Massachusetts 02145 (617) 727-5738	Assistant Director State Department of Education
17.	Conaway, Mrs. Marian B. Rt. #3, Box 341, Martin Road Brandywine, Maryland 20613 (202) 629-4161	Assistant Director of Home Economics Washington, D. C. Vocational Education
18.	Cooke, Dr. Edward 312 North Ninth Street Richmond, Virginia 23219 (703) 649-5937	Assistant Superintendent of Voc. Ed. Richmond Public School
19.	Counce, D. Shelby 2597 Avery Memphis, Tennessee 38112 (901) 323-6518	Assistant Superintendent of Instruction Memphis City Schools

20.	Crookshanks, Robert Richard 721 Cascade Avenue Winston-Salem, N. C. 27107 (919) 723-2263	Supervisor, Occupational Education Winston-Salem/Forsyth County
21.	Curry, Dr. Robert P. Education Center 230 East Ninth Street Cincinnati, Ohio 45220 (513) 621-7010	Associate Superintendent of Schools Cincinnati City Schools
22.	Dick, Dr. Frank 3018 Kenwood Toledo, Ohio (419) 729-5111	Superintendent of Schools Toledo City Schools
23.	Dixon, Joseph J. 9022 South King Drive Chicago, Illinois 60619 (312) 224-9146	Assistant Superintendent - Voc. Ed. Chicago Board of Education
24.	Donaldson, Earl 130 W. Hampton Drive Indianapolis, Indiana 46208 (317) 634-7421, Ext. 33	Principal Crispus Attucks High School
25.	Dugger, Paul Bristol School System Bristol, Virginia (703) 669-3119	Director, Vocational Education Bristol School System
26.	Durante, Dr. Spencer E. 348 West First Street Dayton, Ohio 45402 (513) 461-3850, Ext. 601	Executive Director of Secondary Education Dayton Board of Education
27.	Eberle, Fred W. 1717 Quarrier Street Charleston, W. Va. 25311 (304) 348-2681	State Director of Vocational Education State Department of Education
28.	Enoch, Lloyd W. 2107 Westover Ave., S.W. Roanoke, Virginia 24015 (703) 344-3257	Supervisor of Distributive Education Roanoke City School Board
29.	Farr, Osborne A. 1415 Bush Blvd. Birmingham, Alabama 35208 (205) 788-9539	Assistant Superintendent Birmingham Board of Education
30.	Ferguson, R. A. 1976 Azalea Circle Decatur, Georgia 30032 (404) 758-9451	Director Atlanta Area Technical School

31.	Fila, Richard H. 370 New Scotland Avenue Albany, New York 12208 (518) 474-4806	Supervisor, Occupational Education New York State Education Department
32.	Fisher, Robert L. 1703 School Lane Wilmington, Delaware 19808 (302) 994-2543	Assistant Superintendent of Instruction Marshallton-McKean School District
33.	Flint, Miss Anna Mae 70 N. Broadway Akron, Ohio 44308 (216) 434-1661, Ext. 206	Coordinator of Business and Office Edu. Akron Public Schools
34.	Fox, Daniel Wetzel 2936 Staunton Road Huntington, West Virginia 25702 (304) 525-7871	Director of Vocational-Technical and Adult Education Cabell County Board of Education
35.	Gellerstelt, Larry Beers Construction Company Atlanta, Georgia 30312 (404) 577-5131	President Beers Construction Company
36.	Gingrich, Wendell Gene 5900 Fourth Street, South St. Petersburg, Florida 33705 (813) 867-8554	Supervisor, Evening Business and Distributive Education Pinellas County School Board
37.	Hanes, Dr. Robert C. P. O. Box 149 Charlotte, N. C. 28201 (704) 372-8620	Assistant Superintendent for Secondary Education Charlotte-Mecklenburg Board of Education
38.	Haywood, Andrew P. 1967 Patrick Drive Charlotte, N. C. (704) 545-4536	Principal Independence High School
39.	Henson, Dr. E. Curtis 2930 Forrest Hills Dr., SW Atlanta, Georgia 30315 (404) 761-5411, Ext. 202	Assistant Superintendent of Instruction Atlanta Public Schools
40.	Herbert, Kenneth James 147 Park Street Akron, Ohio 44308 (216) 253-5142	Director, Manpower Development & Training Center Akron Public Schools
41.	Hill, Thomas P. 165 Lakeshore Drive Charleston, W. Va. (304) 343-9473	Assistant Director, Adult Education Kanawha County Board of Education

42. Holladay, Dr. James College of Charleston Charleston, S. C. (803) 723-2815	Department Head Department of Education
43. Irons, O. C. Hoke Smith High School Atlanta, Georgia 30312 (404) 524-7334	Principal, Smith High School Atlanta Public School System
44. Jenkins, James M. 220 Rockledge Avenue Rockledge, Florida 32955 (305) 636-3711	Principal
45. Jochen, Dr. Albert E. Maria H. Katzenback School for the Deaf (609) 883-2600	New Jersey State School for the Deaf
46. Johnson, Mrs. Annette C. 10625 Green Mountain Circle Columbia, Maryland 21043 (301) 730-8479	Principal, Fairmount Hill High School Dept. of Education, Vocational Division
47. Johnson, Dr. Donald Woodrow Duval County School Board 330 East Bay Street Jacksonville, Florida 32202 (904) 355-8871, Ext. 243	Assistant Superintendent Curriculum
48. Johnson, Sidney L. 409 West Genesee Street Syracuse, New York 13202 (315) 474-6031	Assistant Superintendent City School District
49. Jones, Dr. Charles I. Marshall University Huntington, W. Va. (304) 696-3630	Dept. Chairman Vocational-Technical Education
50. Keating, Jeffrey J. 27 Glenmont Road Brighton, Massachusetts 02135 (617) 742-7400	Director, Vocational Education and Industrial Arts Boston Public Schools
51. Koerner, Warren A. 4608 W. 106th Street Oak Lawn, Illinois 60453 (312) 424-1805	Director, Bureau of Practical Arts and Technical Subjects Chicago Board of Education
52. Ladner, Kenneth J. 167 Commercial Street Worcester, Massachusetts (617) 767-0281	Director, Industrial Arts Worcester Public Schools

53. Law, Dr. Gordon F. 22 Huntington Street New Brunswick, New Jersey 08901 (201) 845-4281	Associate Professor Rutgers University
54. LeConche, John J. 55 Brightwood Lane West Hartford, Conn. 06110 (203) 527-4191, Ext. 307	Coordinator of Vocational Education Hartford Board of Education
55. Letson, Dr. John Atlanta Public Schools 224 Central Avenue Atlanta, Georgia (404) 522-3381	Superintendent of Schools
56. Longshore, Jack L. 928 Payton Road Indianapolis, Indiana 46219 (317) 634-2381	Consultant, Vocational Education Indianapolis Public Schools
57. McElroy, Louis A. 1800 E. 35th Avenue Gary, Indiana 46409 (219) 962-7571	Director, Technical, Vocational, and Continuing Education School City of Gary
58. McGinnis, William A. 2597 Avery Avenue Memphis, Tennessee 38112 (901) 323-0754	Director of Vocational Education Board of Education
59. Mack, Dr. Harold L. 1426 N. Quincy Street Arlington, Virginia 22206 (703) 558-2641	Director of Secondary Programs Arlington Public Schools
60. Maples, Russell Dale 437 Iris Street Lansing, Michigan (517) 372-2092	Director of Vocational Education Lansing School District
61. Milliken, Dr. Mary Elizabeth Marshall University Huntington, W. Va. (304) 696-3630	Associate Professor Vocational-Technical Education
62. Mills, Joe D. 8296 Ridgewood Circle Seminole, Florida (813) 442-1171, Ext. 230	Executive Assistant Superintendent Pinelas County Schools
63. Nerden, Dr. Joseph T. N. C. State University School of Education Raleigh, N. C. 27607 (919) 755-2241	Professor, Industrial Education and Technical Education

64.	Nicholas, Les Southern Bell Telephone Atlanta, Georgia (404) 529-8611	General Personnel Manager Southern Bell Telephone
65.	Pennington, Don E. R. R. 1 Zionsville, Indiana 46077 (317) 873-4263	Director of Vocational Education Office of State Superintendent of Public Instruction
66.	Portle, Joseph J. 3010 N. Normandy Avenue Chicago, Illinois 60634 (312) 637-7820	Principal, Prosser Vocational High School Chicago Board of Education
67.	Potter, Roy E. 17th and Jacob Streets Wheeling, W. Va. 26003 (304) 232-5155	Director, McKinley Vocational School Ohio County Board of Education
68.	Powell, Lewis E. 3113 Boynton South Bend, Indiana 46615 (219) 234-5594	Director of Adult Vocational Education South Bend Community School Corporation
69.	Price, Earl M. 4403 Susan Drive Raleigh, N. C. 27603 (919) 829-3001	Area Director, Occupational Education N. C. Dept. of Public Instruction
70.	Queen, Dr. Bernard 169 Honeysuckle Land Huntington, W. Va. (304) 696-6659	Chairman, Dept. of Instruction Marshall University
71.	Ribbens, Harvey 2062 Woodlawn, S. E. Grand Rapids, Michigan 40506 (616) 949-5742	Director of Vocational Education Kent Intermediate School District
72.	Rogers, Dr. Charles 814 Daniels Street Raleigh, N. C. 27605 (919) 755-2493	Associate Professor Agricultural Education N. C. State University
73.	Ross, Archie F. 3900 Stabler Lansing, Michigan 48910 (517) 393-5810	Assistant Principal Everett High School
74.	Rousseau, Joseph 4112 Stillwell Lansing, Michigan 48910 (517) 882-9020	Principal, J. W. Sexton High School Lansing School District

75.	Russo, Michael Div. of Vocational-Technical Education Washington, D. C. (202) 963-7744	Department of Health, Education and Welfare
76.	Self, Dr. William C. 5834 Kirkpatrick Road Charlotte, N. C. 28211 (704) 372-8620	Superintendent of Schools Charlotte-Mecklenburg Schools
77.	Shoemaker, Dr. Byrl Ohio State Department of Education 65 South Front Street Columbus, Ohio (614) 469-3430	Director of Vocational Education
78.	Shoemaker, John James 2001 Sylvan Road, S.W. Apartment 42-C Atlanta, Georgia 30310 (404) 523-6023	Director, Atlanta Manpower Training Skills Center Atlanta Public Schools
79.	Smith, Glen E. Marshall University Huntington, W. Va. 25701 (304) 696-3180	Director, Research Coordinating Unit
80.	Snyder, Paul C. 807 St. Nicholas Avenue Dayton, Ohio 45410 (513) 252-4645	Director of Vocational & Adult Education
81.	Spruill, Ray 253 Constitution Avenue Portsmouth, Virginia 23704 (703) 393-8751	Director of Vocational Education Portsmouth City School
82.	Standridge, John 2930 Forrest Hills Drive, S.W. Atlanta, Georgia (404) 761-5411, Ext. 248	Director of Vocational Education Instructional Service Center
83.	Taylor, Dr. Jack P. 550 Millard Saginaw, Michigan 48607 (517) 755-6501	Superintendent of Schools Board of Education
84.	Theurer, Ralph F. 30 Patrice Terrace Williamsville, New York 14221 (716) 634-5391	Supervisor of Vocational Education Board of Education

85.	Todd, J. Paul 711 Catherine Street, S.W. Atlanta, Georgia 30310 (404) 755-1618	Area II Superintendent Atlanta Board of Education
86.	Wallace, Dr. Michael F. 20 South Elm Street Waterbury, Connecticut 06702 (203) 756-9494, Ext. 343	Superintendent of Schools Department of Education
87.	Ward, Marvin M. P.O. Box 2513 Winston-Salem, N. C. 27102 (919) 725-0251	Superintendent of Schools Winston-Salem Public School System
88.	Wolfson, Dr. Harry E. 131 Livingston Street Brooklyn, New York 11201 (212) 596-5484	Assistant Superintendent Board of Education
89.	Wooldridge, Robert Williams 3908 Heron Pt. Ct. Virginia Beach, Virginia 23452 (703) 340-3667	Director of Adult & Vocational Education Norfolk City Schools
90.	York, Billy Joe Route 11 Cullman, Alabama 35055 (205) 734-4369	Vocational Agriculture District Supervisor Alabama State Dept. of Education
91.	Zalduondo, Mrs. Virgenmina Ashford Avenue #1310 Condado, Santurce, Puerto Rico Puerto Rico - 723-8646	Superintendent of Schools Department of Education

APPENDIX C

SPECIMEN OF INSTITUTE PROGRAM

ADMINISTRATIVE COORDINATION
OF
VOCATIONAL EDUCATION
IN
METROPOLITAN AREAS

ATLANTA, GEORGIA

May 11-14, 1970

Institute #1 in a series of short-term in-service institutes for training professional personnel responsible for vocational education in Eastern Metropolitan areas. This institute is sponsored by:

NATIONAL CENTER FOR EDUCATION
RESEARCH AND DEVELOPMENT
Washington, D. C.

TEMPLE UNIVERSITY
Philadelphia, Pennsylvania

MARSHALL UNIVERSITY
Huntington, West Virginia

MONDAY, May 11, 1970

ATLANTA HILTON INN

10:00 a.m. - 8:00 p.m.	REGISTRATION	*LOBBY*
1:00 p.m. - 5:00 p.m.	STAFF MEETING	*TERRACE ROOM*
5:00 p.m. - 6:00 p.m.	HOSPITALITY HOUR	*TERRACE ROOM*
8:00 p.m. - 10:00 p.m.	GENERAL SESSION	*TERRACE ROOM*

"THE ATLANTA SKYLINE"
E. Curtis Henson
Assistant Superintendent for Instruction
Atlanta Public Schools

"FOCUS OF THE URBAN INSTITUTES: Training Professional Personnel Responsible for Vocational-Technical Education in Eastern Metropolitan Areas"
Michael Russo
Division of Vocational-Technical Education,
Bureau of Adult, Vocational and Library
Programs, USOE, Department of HEW

"INDUSTRY AND VOCATIONAL EDUCATION"
John Standridge, Director
Vocational Education
Atlanta Public Schools

"INDUSTRY'S STAKE IN THE INNER CITY"
Larry Gellerstelt, President
Beers Construction Company

MONDAY

TUESDAY, May 12, 1970 — ATLANTA HILTON INN

8:30 a.m. - 10:00 a.m. *"FOCUS OF INSTITUTE #1: THE ADMINISTRATION COORDINATION OF TEAM OPERATIONS"* — *TERRACE ROOM*

Albert E. Jochen, Co-Director
Short-Term Institutes for
Vocational Education Personnel
in Eastern Metropolitan Areas

KEYNOTE SYMPOSIUM: "FACTORS AND PRESSURES IMPINGING UPON THE EDUCATIONAL NEEDS OF THE INNER CITY"

John W. Letson, Superintendent
Atlanta Public Schools

Byrl Shoemaker, Director
of Vocational Education
Ohio

10:00 a.m. - 10:30 a.m. *MORNING BREAK*

10:30 a.m. - 12:00 Noon *WORK GROUP SESSIONS*

#1	John W. Letson	*MAGNOLIA ROOM*
#2	Joseph P. Nerden	*MAPLE ROOM*
#3	Byrl Shoemaker	*PINE ROOM*
#4	Joe Mills	*OAK ROOM*
#5	C. Douglas Bryant	*TERRACE ROOM A*
#6	Mary Elizabeth Milliken	*TERRACE ROOM B*

12:00 Noon - 1:30 p.m. *LUNCH BREAK*

TUESDAY MORNING

TUESDAY AFTERNOON, May 12, 1970 ATLANTA HILTON INN

1:30 p.m. - 2:30 p.m.	*"BARRIERS TO CHANGE IN THE BUREAUCRACY"* William Block, Head of Department of Politics, NCSU Raleigh, North Carolina	*TERRACE ROOM*
	"FINANCING VOCATIONAL EDUCATION FOR THE INNER CITY" John Higgiston, Consultant Vocational-Technical Education Department of Education Connecticut	
2:30 p.m. - 2:45 p.m.	*AFTERNOON BREAK*	
2:45 p.m. - 4:00 p.m.	*WORK GROUP SESSIONS*	
	#1 John W. Letson	*MAGNOLIA ROOM*
	#2 Joseph P. Nerden	*MAPLE ROOM*
	#3 Byrl Shoemaker	*PINE ROOM*
	#4 Joe Mills	*OAK ROOM*
	#5 C. Douglas Bryant	*TERRACE ROOM A*
	#6 Mary Elizabeth Milliken	*TERRACE ROOM B*
4:00 p.m. - 5:30 p.m.	*ATLANTA TECHNICAL CENTER: A GUIDED TOUR*	

TUESDAY AFTERNOON

WEDNESDAY, May 13, 1970 ATLANTA HILTON INN

8:30 a.m. - 9:15 a.m.	*"STRATEGIES FOR INITIATING CHANGE IN POLICY AND ADMINISTRATIVE STRUCTURES"* Frank Dick, Superintendent of Schools, Dayton City Schools Dayton, Ohio	*TERRACE ROOM*
9:15 a.m. - 9:30 a.m.	*MORNING BREAK*	
9:30 a.m. - 11:30 a.m.	*WORK GROUP SESSIONS*	
	#1 John W. Letson	*MAGNOLIA ROOM*
	#2 Joseph P. Nerden	*MAPLE ROOM*
	#3 Byrl Shoemaker	*PINE ROOM*
	#4 Joe Mills	*OAK ROOM*
	#5 C. Douglas Bryant	*TERRACE ROOM A*
	#6 Mary Elizabeth Milliken	*TERRACE ROOM B*
12:00 Noon - 1:30 p.m.	*LUNCHEON* *"INDUSTRY'S STAKE IN THE INNER CITY"* Les Nicholas General Personnel Manager Southern Bell Telephone	

WEDNESDAY MORNING

WEDNESDAY AFTERNOON, May 13, 1970

ATLANTA HILTON INN

1:30 p.m. - 2:30 p.m. *"THE ADULT COMMUNITY: LEVELS AND EXTENT OF INVOLVEMENT"* *TERRACE ROOM*

Joseph Dixon, Assistant
Superintendent of Schools
Chicago, Illinois

Joseph J. Portle, Principal
Prosser Vocational High School

2:30 p.m. - 3:00 p.m. *AFTERNOON BREAK*

3:00 p.m. - 4:30 p.m. *WORK GROUP SESSIONS*

#1	John W. Letson	*MAGNOLIA ROOM*
#2	Joseph P. Nerden	*MAPLE ROOM*
#3	Byrl Shoemaker	*PINE ROOM*
#4	Joe Mills	*OAK ROOM*
#5	C. Douglas Bryant	*TERRACE ROOM A*
#6	Mary Elizabeth Milliken	*TERRACE ROOM B*

THURSDAY, May 14, 1970 ATLANTA HILTON INN

8:30 a.m. - 9:30 a.m.	*"MANAGEMENT CONTROL SYSTEMS: DATA FOR DECISION MAKING* Joe Mills, Executive Associate Superintendent of Schools Pinelas County, Florida	*TERRACE ROOM*
9:30 a.m. - 9:45 a.m.	*MORNING BREAK*	
9:45 a.m. - 12:00 Noon	*WORK GROUP SESSIONS*	
	#1 John W. Letson	*MAGNOLIA ROOM*
	#2 Joseph P. Nerden	*MAPLE ROOM*
	#3 Byrl Shoemaker	*PINE ROOM*
	#4 Joe Mills	*OAK ROOM*
	#5 C. Douglas Bryant	*TERRACE ROOM A*
	#6 Mary Elizabeth Milliken	*TERRACE ROOM B*
12:00 Noon - 1:00 p.m.	*LUNCH*	
1:00 p.m. - 2:00 p.m.	*WORK GROUP SESSIONS* *"FINALIZING STRATEGIES AND MODELS"*	
2:00 p.m. - 3:30 p.m.	*Final Report of Work Groups* *"IMPLEMENTING VOCATIONAL EDUCATION IN THE INNER CITY"* *Summary of the Conference* Joseph P. Nerden	*TERRACE ROOM*
3:30 p.m.	*ADJOURN*	

APPENDIX D

EVALUATION FORMS USED

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

Sponsored And Coordinated By The Division Of Vocational Education
College Of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

Institute # .... Institute Evaluation Form #I

Name .... Date ....

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when **you have no opinion.** Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. **All** information furnished is **confidential.**

Example:	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Air pollution must be attacked at the national, state and local levels	[✓ SA]	A	U	D	SD

This person feels in no uncertain terms that air pollution must be attacked.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. Vocational education should be just as much concerned with semi-skilled and operative type programs as it is in skilled and technical programs	SA	A	U	D	SD
2. Students who exhibit the ability to succeed in college and whose stated goal is college, should be discouraged from taking vocational education courses	SA	A	U	D	SD
3. The importance of vocational education cannot be emphasized enough to students	SA	A	U	D	SD
4. Failure to offer public vocational education and training cannot be justified in a democratic society	SA	A	U	D	SD
5. Vocational education trains for jobs which don't exist	SA	A	U	D	SD
6. The major function of the high school should be the preparation of students for entrance into college	SA	A	U	D	SD
7. Vocational education should be offered only to students with low academic ability	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
8. The cost of training workers should not be born by the public school system	SA	A	U	D	SD
9. Vocational education should not be in the high school because its skilled teacher qualifications, scheduling, and curricula are so different from regular high school requirements	SA	A	U	D	SD
10. Vocational education at the secondary level should be conducted outside the academic school system in separate vocational schools	SA	A	U	D	SD
11. The importance of vocational education cannot be emphasized enough to the general educators	SA	A	U	D	SD
12. High school graduates, regardless of the course taken, should be equipped upon graduation with a salable skill	SA	A	U	D	SD
13. Increased opportunities for vocational education will result in fewer dropouts	SA	A	U	D	SD
14. Vocational education contributes to the solution of unemployment	SA	A	U	D	SD
15. For the "average" student, academic educational courses are more useful than vocational courses	SA	A	U	D	SD
16. Whether vocational education is offered should be an important factor in determining public high school accreditation	SA	A	U	D	SD
17. The climate for vocational education is better in a comprehensive high school than in a separate vocational school	SA	A	U	D	SD
18. The information provided in the college preparatory course of study is more applicable to getting and holding a job than the information provided in a vocational education course	SA	A	U	D	SD
19. More "average" students should be encouraged to enroll in vocational education programs	SA	A	U	D	SD
20. Vocational education is an educational frill	SA	A	U	D	SD
21. No area of education is more or less important than vocational education	SA	A	U	D	SD
22. The importance of vocational education cannot be emphasized enough to the lay public	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Disagree Strongly
23. The general education curriculum is the best preparation for entry into an occupation upon graduation from high school	SA	A	U	D	SD
24. Vocational education courses are as important for college bound students as they are for non-college bound students	SA	A	U	D	SD
25. Funds allocated in the school budget to vocational education should be in proportion to those students who enter the labor market from school	SA	A	U	D	SD
26. The national per capita income is adversely affected as public support for vocational education declines	SA	A	U	D	SD
27. Leaders of minority groups oppose vocational education for their people	SA	A	U	D	SD
28. Vocational education courses prepare students for many jobs which lack public prestige	SA	A	U	D	SD
29. Leaders of minority groups prefer college prep programs for their people rather than vocational education	SA	A	U	D	SD
30. Youth are being educationally shortchanged due to inadequate vocational offerings	SA	A	U	D	SD
31. Vocational education in rural areas is more important than vocational education in urban areas	SA	A	U	D	SD
32. More "above average" students should be encouraged to enroll in vocational education	SA	A	U	D	SD
33. Currently employed vocational education teachers are less adequately prepared for their jobs than academic teachers	SA	A	U	D	SD
34. Vocational education teachers know and meet the individual needs of their students better than academic teachers	SA	A	U	D	SD
35. Only the non-college-bound need vocational education	SA	A	U	D	SD
36. Parents of minority group students generally exhibit little or no interest in their children's progess in school	SA	A	U	D	SD
37. Children whose parents are foreign born get more parental support for entering a vocational program than children from parents born in America	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
38. Most students would not benefit from the job skill instruction offered in vocational education programs	SA	A	U	D	SD
39. Vocational education courses are beneficial primarily for those who are terminating their education at the end of high school	SA	A	U	D	SD
40. The vocational education curriculum provides a better preparation for more jobs than does the college preparatory curriculum	SA	A	U	D	SD
41. Vocational education skill courses provide learning experiences geared to individual needs better than academic courses	SA	A	U	D	SD
42. Vocational education programs help keep the potential dropout in school	SA	A	U	D	SD
43. Vocational education should be delayed until after high school graduation	SA	A	U	D	SD
44. Employers prefer college preparatory graduates to vocational education graduates because they are more capable	SA	A	U	D	SD
45. Occupations, other than the professions, require less able students than the college preparatory students......	SA	A	U	D	SD
46. Employers would prefer vocational graduates over college preparatory graduates, if more able, rather than less able students elected vocational education	SA	A	U	D	SD
47. Academic proficiency should count more than vocational proficiency when setting high school graduation requirements for vocational students	SA	A	U	D	SD
48. Academic counseling should be given precedence over occupational counseling because high school youth are too inexperienced to make occupational decisions	SA	A	U	D	SD
49. The shop portion of vocational education is important to public education because it provides a haven for problem youth	SA	A	U	D	SD
50. Vocational education should prepare the student for college as well as for work	SA	A	U	D	SD
51. Part-time cooperative vocational education is the best type because the skilled training is given in industry where it is always available, kept up-to-date, and avoids costly educational physical facilities, equipment and staff	SA	A	U	D	SD
52. Minority groups attending vocational education programs want preferential treatment	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
53. Lines of communication between the administration and the director of vocational education in metropolitan areas are such that vocational education and training problems can be easily presented and expedited . .	SA	A	U	D	SD
54. The coordination of both public and private vocational education and training programs conducted in and/or out of school for youth and adults in metropolitan cities is as good as can be expected	SA	A	U	D	SD
55. Public and private agencies wastefully duplicate services in attempting to provide vocational education and training in metropolitan cities	SA	A	U	D	SD
56. The professional responsibilities of the person in charge of vocational education and training in metropolitan cities make it imperative that he has the rank of assistant superintendent in order to be effective	SA	A	U	D	SD
57. Public education has enough problems without getting involved in attempts to coordinate its vocational education and training efforts with private and other public agencies	SA	A	U	D	SD
58. The initiative for getting efficient and effective coordination of public and private vocational education and training programs is not the responsibility of public education	SA	A	U	D	SD
59. Since business and industry have a great stake in vocational education and training, they should take the initiative and responsibility for coordinating the total vocational education and training effort in metropolitan cities	SA	A	U	D	SD
60. Pubic funds for vocational education and training granted to industry are more wisely and effectively spent than through a public board of education . .	SA	A	U	D	SD
61. Developing and conducting vocational education and training programs can best be done by industry	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
62. Vocational education and training in metropolitan cities does not provide sufficient challenge enough to in-school and out-of-school youth because of its limited choices of occupations to study	SA	A	U	D	SD
63. The great weakness in vocational education in metropolitan cities is in its poor coordination between required academic subjects and the vocational skills and related subject areas . . .	SA	A	U	D	SD
64. The superintendents of schools in metropolitan cities carry on a policy of educating and informing their boards of education concerning the aims, objectives and requirements of a sound vocational education program	SA	A	U	D	SD

SHORT TERM VOCATIONAL EDUCATION MULTIPLE INSTITUTES FOR EASTERN METROPOLITAN AREAS

Sponsored And Coordinated By The Division Of Vocational Education
College Of Education, Temple University, Philadelphia, Pennsylvania
Under U.S.O.E. Grant 9-0535

* * * * * * * * * * * * * * * * * *

Institute # ___________ Institute Evaluation Form #II

Name: ____

Read each statement carefully and decide how you feel about it. You will agree with some statements and disagree with others. There are five possible answers to each statement. The "undecided" answer should be circled only when you have no opinion. Circle one answer where applicable and complete all statements. The purpose in requesting your name is to pair your pre-test with your post-test. All information furnished is confidential.

Example:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Air pollution must be attacked at the national, state and local levels	[✓ SA]	A	U	D	SD

This person feels in no uncertain terms that air pollution must be attacked.

- -

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. The objectives of this Institute were clear to me	SA	A	U	D	SD
2. The objectives of this Institute were not realistic	SA	A	U	D	SD
3. Specific objectives made it easy to work efficiently . .	SA	A	U	D	SD
4. The participants accepted the objectives of this Institute	SA	A	U	D	SD
5. The objectives of this Institute were not the same as my objectives . . .	SA	A	U	D	SD

	Strongly Agree	Agree	Un-decided	Dis-agree	Strongly Disagree
6. I did not learn anything new . . .	SA	A	U	D	SD
7. The material presented was valuable to me	SA	A	U	D	SD
8. I could have experienced as much by reading a book	SA	A	U	D	SD
9. Possible solutions to my problems were considered	SA	A	U	D	SD
10. The information presented was too elementary	SA	A	U	D	SD
11. The speakers really knew their subject	SA	A	U	D	SD
12. The discussion leaders were well prepared	SA	A	U	D	SD
13. I was stimulated to think about the topics presented . . .	SA	A	U	D	SD
14. New professional associations were made which will help	SA	A	U	D	SD
15. We worked together well as a group	SA	A	U	D	SD
16. We did not relate theory to practice	SA	A	U	D	SD
17. The sessions followed a logical pattern	SA	A	U	D	SD
18. The schedule was too inflexible . .	SA	A	U	D	SD
19. The group discussions were excellent	SA	A	U	D	SD
20. There was very little time for informal dialogue	SA	A	U	D	SD
21. I did not have an opportunity to express my ideas	SA	A	U	D	SD
22. I really felt a part of this group	SA	A	U	D	SD
23. My time was well spent	SA	A	U	D	SD
24. The Institute met my expectations	SA	A	U	D	SD

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
25. The reference materials that were provided were very helpful	SA	A	U	D	SD
26. Too much time was devoted to trivial matters	SA	A	U	D	SD
27. The information presented was too advanced	SA	A	U	D	SD
28. The content presented was applicable to the important problems in this area	SA	A	U	D	SD
29. Institutes such as this should be offered again in future years .	SA	A	U	D	SD
30. Institutes such as this will contribute greatly to stimulating interest in improving vocational education in the metropolitan areas	SA	A	U	D	SD

31. As a result of your participation in this institute, what plans have you formulated which you may present through appropriate channels for consideration and action in your community either now or the immediate future? Outline briefly the key points.

32. As a result of your contacts with the participants and consultants at this institute, have you decided to seek some continuing means of exchanging information with any of them? What types of information can the consultants or participants contribute that would be helpful to your work?

33. In your opinion, what were the major strengths of this institute?

34. In your opinion, what were the major weaknesses of this institute?

35. If you were to conduct an institute similar to this one, what would you do differently from what was done in this institute?

36. Additional comments about institute.

37. If you had it to do over again would you apply for this institute which you have just completed? Yes______ No_________ Uncertain__________

38. If an institute such as this is held again would you recommend to your peers that they attend? Yes _____ No_________ Uncertain _________

EVALUATION FORM #3

Roster Number ________________________ or Name ________________________________

INSTITUTE ON ADMINISTRATIVE COORDINATION OF
VOCATIONAL EDUCATION IN METROPOLITAN AREAS

This institute proposes to consider issues involved in administrative coordination of vocational education in metropolitan areas. As we begin our study together, we need an accessment of the importance you attach to each of the issues as a problem area in your administrative unit. Please rank (1 through 9) the issues below. Rank the most important issue 1, next most important issue 2, etc.

_____ Developing policy that is appropriate to bringing about changes needed in vocational education in the system.

_____ Identifying forces and pressures working for and against change in vo-ed programs in the inner-city.

_____ Identifying barriers to change in the system.

_____ Developing a strategy for changing vocational education programs in the system.

_____ Developing goals for vocational education programs.

_____ Clarifying the roles of position holders with regard to changes desired in the sytem.

_____ Developing leadership teams for bringing about changes in vocational education programs in the system.

_____ Utilizing data processing in the educational decision-making process.

_____ Cultivating a personal commitment throughout the system for the importance of vocational education in accomplishing the goals of education today.

APPENDIX E

SUMMARY OF GROUP DISCUSSIONS

SUMMARY OF GROUP DISCUSSION

Topic: Financing Vocational Education

The Tuesday afternoon group assignment consisted of the following questions: (1) Where are we now in financing vocational education? (2) Where do we want to be in the future? (3) How do we get there?

In regard to question number one, the group identified the following as characteristic of current funding patterns in vocational education:

1. There are multiple sources of funding, including both public and private agencies;
2. Any educational agency seeking funding for it's vocational programs must compete with many other agencies;
3. There is no overall coordination of funding and program planning;
4. There is before the Congress at the present time a legislative proposal which would limit the federal funds available to any educational agency whose vocational program has not been approved by the Department of Labor;
5. There is a marked shrinkage of local funds available for vocational education;
6. There is public resistance to bond issues for education, which is a natural reaction in view of present inflationary conditions and the inability of the private citizen to express willingness to accept increased taxation except on educational and recreational levies.

In further discussion of these characteristics, it was pointed out that competition for funds is not necessarily bad, that it may in fact have the effect of promoting more effective planning by agencies in the hope that such planning will increase the probability of securing funds. It appeared that the undesirable aspect lies in the fragmentation of funds among a multitude of agencies; each agency has difficulty in securing adequate funds for maintenance of current effort; and it becomes a major undertaking to obtain funding for extended programs or for new programs to meet identified needs of students and the community. Obviously this fragmentation and parceling out of minimal sums is a hindrance to both extension of programs and improved quality in vocational education.

The lack of overall coordination is closely related to this fragmentation, but has the additional effect of duplication of effort by a variety of agencies involved in some type of training.

The discussion then moved to the next, "Where do we want to be in the future?" The group identified the following as changes to be effected in order to design more favorable financing patterns for vocational education:

1. A higher national priority for vocational education and manpower programs;
2. Public awareness of the cost effectivensss (cost-benefits) of vocational education;

3. Full appropriation of funds authorized by the Congress, with continuation of funding into the following fiscal year;
4. Funding patterns which recognize population mobility;
5. Delegation of decision-making on program allocations to local educational agencies;
6. Management information systems which would provide the data base to support educational budget requests and to provide current information from which program objectives and measures of effectiveness could be derived.

The remaining group sessions of the Institute were used by Group Six to concentrate on developing a set of recommendations to improve financing procedures for vocational education. Each of the following was viewed only as a partial solution; yet each could be developed into a strategy for improving the allocation process.

RECOMMENDATIONS

1. There should be a systematic and nationwide campaign to explain vocational education and to present to the public and government officials a common set of supportive data on the potential of vocational education for contributing to the solution of current problems related to employment and the economy.

2. There should be an intensive effort to develop a vocational leadership at local, state and federal levels to work with educational administrators to fit vocational education into the total school curriculum.

3. There should be a coordinated effort to develop within vocational education a leadership corps with the capability and willingness to work with local, state and national legislators to achieve not only support for vocational education, but also total commitment to the responsibility of the educational system to provide students with adequate preparation for securing employment.

4. There should be a cabinet position in the federal government concerned specifically with education. This Department of Education should assume full responsibility for coordinating educational planning.

5. National goals for education should be developed to include preparation of youth for career planning and employment; funding patterns to fulfill these goals should be established.

6. Procedures should be established which would provide local educational administrators with resources for programs relevant to identified needs, without the requirement for matching or for future commitment, both of which tend to penalize the local agency which most desperately needs assistance.

7. Accountability procedures should be established which include recognition of (a) the cost of education vs. the cost of non-education, and (b) the necessity for performance criteria for successive employment levels.

8. Employability should be recognized as the measure of "success" of a program, rather than student completion of an arbitrary number of hours.

9. Dissemination of available plans and program designs should be widespread to minimize costly duplication and replication of effort.

10. Funding procedures should recognize and take into consideration three separate stages with differential costs:

    a. planning, design and development;
    b. initiation of a new program; and
    c. operational costs following initiation.

11. There should be guaranteed continued funding at the current support level, to enable the local administrator to develop long-range plans.

12. There should be budgetary provisions for replacement for out-of-date equipment (separate line-item, subject to revision only at the local level).

13. There should be budgetary provisions for placement and supportive services as an integral component of the educational function.

14. There should be provisions within all earmarked allocations for planning and development and for initial costs as well as for operational costs.

SUMMARY OF GROUP DISCUSSION

Topic: Problems Within the School Organizations

QUESTION: What are some of the problems which are part of metropolitan school district organizations that tend to preclude innovative approaches to Vocational Education?

ANSWER:
1. For somebody else's children it is O.K.
2. American Dream is COLLEGE IMAGE. We must sell our Vocational image as worthwhile to students, parents and administrators.

QUESTION: Do we as educators really believe? Do we let our children choose Vocational Education:

ANSWER:
1. Leadership is key. Are we structured to give leadership a free rein?
2. There are as many answers as there are people present. There are two outstandingly different answers. Extremely large systems have innovative difficulties due to staff stratification.

COMMENT BY LEADER: How much Vocational Education did you experience in your formal education? If we agree that more students should be in Vocational Education, why are they not?

ANSWER: Defining comprehensive high school would help. But do we risk solidifying Vocational Education?

COMMENT BY LEADER: Solidification is a risk. Comprehensive high school can be defined as a melting together all education to provide each student with his instructional needs.

ANSWER: Comprehensive high schools are not static. They become specialists in various areas and this is not bad. Initial Vocational Education laws were highly restrictive.

COMMENT BY LEADER: Resistance to change is not restricted to academic personnel. Revision of curriculum was most important facet of 4th Quarter System. This change became a handle to manipulate the system and gain flexibility.

ANSWER: We get acceptance of Vocational Education in small areas at a time. One-Agriculture, two-Home Economics, three-Distributive Education, etc. Why not Vocational Education as an entity?

COMMENT BY LEADER: How many students are part-time workers? 500. How many of these are in Vocational Education? 36!?! Vocational Education is THE part-time program sponsor but does not provide leadership.

ANSWER:
1. Acceptance limited by non-degree teachers in Vocational Education not being accepted as equals by degree teachers.
2. How did Atlanta get latest increase?

COMMENT BY LEADER: Some board members wanted more based upon their own estimates of what was required "to do the job." Some boards believe Vocational Education must not be funded locally.

QUESTION: How did you mandate the 4th Quarter System?

ANSWER:
1. Staff planning involvement.
2. Union requirement or limitation.

COMMENT BY LEADER: Staff had limited involvement in decision, but decision was made at top level as a beginning step. Then there was the broadest possible involvement in implementation planning.

QUESTION: What impact has the 4 quarter sytem had on vocational education?

COMMENT BY LEADER: Some increase in vocational education among students who were previously all academic.

SUMMARY OF GROUP DISCUSSION

Topic: Data for Decision-Making

PROBLEMS:

A. What kinds of data are needed?
How shall we collect it?
Any problems in collecting it?

B. What uses (other than those Joe Mills described) can be made of the data-banked information?

SUGGESTIONS, SOLUTIONS, IDEAS, ETC.:

A. Sources of Data
State Employment Service (State Agencies)
State Planning-Organization-Coordination
Social Security, Welfare
Employees, Chamber of Commerce (Private Agencies)
Local School Systems
CAMPS-Appalachian Agencies
Model Cities Programs
Local Associations and Neighborhood Service Centers
Mayor's Manpower Committee
Advisory Committees
Goodwill Industries

B. Uses of Data
Job cluster arrangements can be identified
Identifying minor jobs which may become major placement opportunities
Back-up data (validation) to support appropriations, requests
Curriculum revision
Analysis-Modification-Tryout
Teacher Education--Inservice, Pre-service effect changes in order, content
Teacher demand and supply--Demographic Data Re, Re Salary Matters
For equipping new or modifying old buildings: (i.e., production of new equipment, numerical controlled equipment)
Help make data available for comparisons of custodial building maintenance service
Comparisons of building (capital) costs (i.e., shall build or lease?)
Jobs--students--successes--limitations--dollars--follow-up
Will provide uses for the small entrepreneur
Reveal the factors which provide for quick action in training (MDTA vs. other educational agencies)
Inventory of equipment, space, personnel
For legislative inquiry
Reduce paper work for teachers, supervisors, administrators, (i.e., adult enrollments, etc.--all day)

SUMMARY OF GROUP DISCUSSION

Topic: Factors and Pressures Impinging Upon the Educational Needs of the Inner City

PROBLEM 1--What are some of the problems inherent in metropolitan school district organizations which tend to preclude new and innovative approaches to the administration of Vocational Education.

A. Suggested Problems
  1. Size of system.
  2. Status of vocational leadership in the organization.
  3. Lack of flexibility in curriculum.
  4. Commitment of staff to tradition.
  5. Staff resistance to change.
  6. Lack of flexibility in school plants.
  7. Restriction on long-range budgeting procedures.
  8. Fear of vertically splitting into two systems
  9. Community resistance to new programs.
  10. Poor communications--poor public relations.
  11. Incompetent personnel.
  12. Feeling that vocational education is to "do everything."
  13. Demands on the part of community for immediate results.
  14. Proliferation of agencies involved in vocational education, and lack of coordination between agencies and quality control.
  15. Lack of coordination between high school and vocational high school programs.
  16. Lack of staff in relationship of work to be done.
  17. Educational prejudices.
  18. Lack of advanced planning.
  19. Lack of school-community interaction.
  20. Lack of systematized research and evaluation programs.
  21. College preparatory orientation of people in the inner city.
  22. Relationship problems brought about by size of staff in major cities.
  23. Pupil-teacher load in academic education vs. vocational education.
  24. Limited vocational offerings.
  25. Teacher attitudes wanting better students.
  26. The inability to adapt pilot programs to large numbers.

B. Suggested Solutions
  1. Arouse community pressure for change.
     a. Political pressures
     b. Identification of weaknesses
     c. Change the image of vocational education on part of parents
     d. Parent involvement
     e. Industry involvement
  2. Involvement of vocational education leadership in areas in which "real" decisions are made.
  3. Develop clear job descriptions for vocational leadership positions.
  4. Identify area of functioning responsibilities, limits, etc.

5. Identifying funds in the budget for vocational education.
6. Establish fiscal responsibility and independence for vocational administration.
7. Sensitize the total educational structure to vocational plans, needs, and programs.
8. Use community and governmental agencies to influence the boards of education to establish priorities in vocational education.
9. Provide active, constructive services on the state level to influence policy making on the local level.
10. Put career vocational education people in civil service positions free of partisan politics.
11. Begin career education at an early age.
12. Introduce new kinds of personnel and thinking in the schools and on boards of education.
13. Institute in-service staff education.
14. Workshops for guidance counselors.
15. Vocational education people must provide leadership for change.

PROBLEM 2--What are the most important functions of the State Board of Vocational Education in relation to the administration of Vocational Programs in metropolitan areas.

A. Suggested Functions
   1. Provide quicker decisions on proposals.
   2. Improve communications and understandings between state and major cities.
   3. Develop additional instructional materials.
   4. Break out of rural orientation.
   5. Encourage legislation to make new programs possible.
   6. Reduce volume of reports.
   7. Provide funds with less constraints.

SUMMARY OF GROUP DISCUSSION

Topic: Ways to induce industry and employers (manufacturing, health, business, etc.) to become involved in an inner-city vocational program, and what techniques and procedures appear to be usable.

SOLUTIONS:

1. Better and more active advisory committees are needed. Educators need to learn how to select and use advisory committees. Consideration should be given to two kinds of advisory committees who can give the time to vocational education, but who are policy makers. They are as follows:
   a. Representation from top people, and
   b. Representation from content field (operating).
2. Coordination of all community groups is essential in avoiding duplication of effort, to "zero in" on common thrusts in vocational programming (talk about the same program to the same employer).
3. Involve more of the smaller businesses (placement, awareness of vocational education, etc.) in decision-making for vocational education.
4. Make use of exchange personnel (teacher-employer) for short periods.
5. Develop close-working arrangements with state employment agencies to identify jobs (short-time, new), identify jobs (long-time) for summers, holidays, and for regular co-op jobs.
6. Involve employers in awards (equipment, dollars, etc.) programs for students and the business community.
7. Make financial (and other) arrangements (see Vocational Education Amendment of 1968, part "G," Cooperative Education) with industry to reimburse employers for expenses incurred while participating in vocational programs.
8. Encourage school systems to become a business entrepreneur, to operate a nonprofit enterprise in order to provide jobs.

APPENDIX F

COMPLETE TEXT OF FORMAL PRESENTATIONS

INDUSTRY'S STAKE IN THE INNER CITY

Larry Gellerstedt*

John Standridge called me a few weeks back to see if I would share a few thoughts with you about industry's stake in the inner city.

I was raised here in Atlanta; went all the way through grade school and high school and college here; came back after Word War II, and have been working here ever since. Consequently, it is a city that I know, I love, and am vitally interested in.

As I look back at my life in this city, certain facts stand out. One of these has been the Forward Atlanta campaign. In 1960 Ivan Allen, who was then president of the Chamber of Commerce, initiated our first Forward Atlanta drive. This particular year we went to the business community with a goal of $1,200,000, with the thought in mind we could really make Atlanta into a regional city. The campaign was an immediate success and was the spark that has set off the tremendous change we have seen develop in this city over the last ten years.

The spirit that has been present during this decade is probably best shown by the stadium which was built on land the city did not own--with money it did not have--and with no sports teams to play.

A Forward Atlanta campaign has just been launched for the fourth time, this year with a budget of $1,800,000, which I feel quite sure Atlanta will pledge. Consequently, Atlanta continues to grow; however, with the growth of Atlanta comes problems. Because of our fantastic growth, many people who are not content in their locales decide this undoubtedly is the place to find the right life, so we have had a tremendous number of unprepared, ill-equipped people move into this urban center.

My main exposures to this problem have been primarily through two efforts: (1) the National Alliance of Businessmen's drive to hire the hard-core unemployed, and (2) the Community Relations Commission.

In connection with the NAB effort, I fell to this task unbeknowingly. In 1967, I was a director of the Chamber of Commerce and was asked to head a Task Force for Full Employment. My background being the construction business, and having had shortages in all crafts, I was not too sympathetic with the problem. I knew we in the construction businss had jobs to be filled and we could not get the people. Nevertheless, I took the job. Between Christmas 1967 and New Year's, I spent several days visiting certain activities going on in our city. My first visit was to Hoke Smith School where Atlanta's concentrated employment program was being staged.

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Upon visiting this program, I found the people generally were Negro women, whose ages must have been between 50 and 60 years old. The programs being taught were meaningful programs. When I questioned the leaders at the school, they advised me that not many students were able to find jobs after they finished the program. It obviously raised the point we were once again taking people out of their communities, making promises of what they could become, then not following through. Consequently, once again, we were hurting, rather than helping a person.

My second visit was to a community center run by E.O.A. in the vicinity of the Atlanta Stadium. This particular day there was quite a number of people at the center due to the fact we were experiencing bad weather. One of these was a very attractive young man who had come in and was talking to the Director. I asked about this man and he told me the following story:

"This gentleman came in to visit me about two months ago and was in tears. Upon questioning him, I found that he feared he was going to lose his job. He stated he was a shipping clerk; however, he could not read. I asked how he possibly could hold a job as a shipping clerk without being able to read. He stated he was able to do this by comparing the letters on the order with the letters on the packages. His problem was that the business was growing and he knew he would be caught sooner or later for not being able to keep up. I asked the fellow if he really wanted to learn to read. He replied, 'Man, I've got to learn to read, I have a family to support.' I told him if he would come down to the center, we would start training him. In a period of six weeks we were able to bring this man up to where he was reading on a 6th and 7th grade level; consequently, he could maintain his job."

I was, therefore, exposed to the situation at ACEP where we were training people, but were not able to place them in jobs, whereas, at the neighborhood center, we had a man with a job and, by training him, he was able to maintain his job.

In January of 1968, shortly after my visits to the above two locations, I received a call from Mr. Paul Austin, president of Coca-Cola Company, asking if I could come to his office to talk about the unemployment problem in Atlanta. Mr. Asutin advised me he was going to Washington at the invitation of President Johnson to see about the possibility of structuring an organization to try to hire the hard-core unemployed. After having seen the situation in Atlanta, I was honest in telling Mr. Austin I had never seen a more frustrating problem and I did not see anything that was actually answering the obvious needs. Upon Mr. Austin's return from Washington, he advised us in Atlanta of the NAB start, and hoped to hire the hard core. In Atlanta this unit was structured around Billy Sterne, president of the Trust Company of Georgia, who was working the Atlanta area under Mr. Austin who was the number two man for the entire country. The business community was organized by calling together 40 of the top business leaders of the city who were told of the problem and of the thoughts as to how Atlanta could face this problem. One of the things that sticks in my mind in "what if"--what if the per capita income of the hard core of our unemployed was raised to the average income level of the average Atlantan. Metropolitan Atlanta would gain 450 million annually. This would mean 107 million in housing; 44 million in automobiles; 38 million for clothing; to that add the subsidy you provide in taxes (slums do not pay); extra fire and police protection they require; the special social and health problems they create, and the importance of our program takes on major dimensions.

This group of men through their own companies, and others they were able to contact, secured over 4,000 pledges for jobs in this particular drive. Many problems developed. Some of the pledges were no more than tokens, brought about by pressure; but many of the pledges were indeed good and did not only provide jobs, but started a sensitivity in certain companies that made them take a look at some of the problems of our city.

Consequently, the story of the young man at the neighborhood center seemed to be taking shape in a large way in the N.A.B. effort; in other words, the people who had jobs were taking people and training them for a specific job.

My second point of exposure to the problems of our city, as I stated, has been through the Community Relations Commission. This is an entirely different role. This commissions' job is to sit and listen to people who have complaints. The tales you hear are not pretty tales--the frustrations, the hurts, the problems these people have experienced in our city over the years. A great deal of these problems can, once again, be traced to jobs. As stated previously, so many people have moved to our great city, but have come here completely unprepared to move into the economic life that is required for them to earn a livelihood. Conseqently, they become a drain on our city, as well as being completely frustrated persons.

It seems to me that somewhere we are going to have to come up with an educational system that will not only take youngsters and prepare them for the work world that will exist, but also take many of the people who are now problems in our city and train them. As I look back at education, several dates come to mind. In the early 1800's, when the country actually established public education, I do not think anyone can argue that where we sit today is in a large part due to this move. The 1860 time span when the land-grant college came into existence, once again history shows this was a great move for our country. It is my thought that possibly in our era we are seeing the start of another move and this is vocational education and manpower training. I believe our country is moving toward the point where we see the tremendous importance of this phase of education, and somewhere down the line someone is going to look back and say we were, or were not, smart to make this move.

To make this move significant, I definitely feel it is going to take a move of industry to catalog and project job needs. For instance, we in industry are constantly making plans for the future. There is no reason we cannot think ahead as to the type people we are going to need to man our businesses. If this could be catalogued and compiled by some agency, such as the Chamber, and furnished to the educational world, they would be much better prepared then to structure and produce to meet this need. If this could be done, I can definitely see in the next few years solving some of the problems as pointed out to you that now exist in our great city.

FACTORS AND PRESSURES

Dr. John W. Letson*

There has never been a period in American history when education, particularly vocational education, faced greater challenges than are faced today. Quite literally, education is "running for its life," and the question facing all of us is, "What are we going to do about it?"

I regret that I was unable to be here last evening. I am glad that Dr. Henson was here to tell something about Atlanta and extend a cordial welcome for all of us who are a part of the Atlanta Public Schools. Atlanta is an interesting and busy city. As you drive through Atlanta's streets (if you can) you see people at work and engaged in other activities which indicate that Atlanta is a thriving business and transportation center for the Southeast. In spite of these signs of progress, however, a careful observer will soon detect that there are two Atlantas. There are the unemployed and the underemployed as well as the 50,000 in the metropolitan area who can hardly read and write. There are the many black and white, who are not trained to meet the employment requirements of the jobs available throughout the city -- those who have seen events pass them by. These conditions do not exist in Atlanta alone. They are present in every city throughout the nation. As was pointed out, when you turn on the television each morning the tube is filled with reports of problems. If it isn't trouble on the campus, it is problems in Augusta or somewhere -- problems of dislocations which reflect, in spite of the nation's wealth, the continuation of poverty for many.

Proverty in the cities is caused, in part at least, by the fact that many people have left the rural areas of the South and nation and crowded into urban communities. Although poorly equipped and poorly prepared to earn a living in the city, they left the rural areas because economic opportunities no longer existed there; they left in search of a better way of life. Many of them hopefully found it, but it is evident that many did not and that many are not likely to find in the immediate future the opportunities they seek. Again the challenge of finding an answer to this problem -- continuing poverty in the midst of plenty -- must be realistically faced by education and educators, particularly vocational educators. So we have two Atlantas just as there are two Chicagos, two New Yorks and two Toledos -- any city that you wish to name. Two parts of the same community growing farther and farther apart in terms of relationships, communications and accomplishments. We can't live as a nation so divided! We must discover better ways of bringing people together and bringing them to the point of being able to succeed, economically and otherwise, in the complex urban society in which increasingly they must live. If this goal is to be accomplished, it will be, at least in part, because public education accepts and acts in terms of the challenge.

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I am sure that it is not necessary to devote additional time to recounting the dimensions of the problem. You have heard the story many times -- the fact that education has done an excellent job preparing pupils for college but has too often assured that this was the best preparation for the total population. Actually, no more than 20% of the population secures a college degree which means that we are preparing many pupils for a path they will not follow. The urgent need to redesign the high school curriculum has been long recognized but slow in coming. Only recently has the seriousness of failing to prepare pupils for employment been fully realized. In years gone by there was at least a subsistence job available. This is no longer true, however, as we have moved from an agriculture to a complex technological economy. We are now face to face with the absolute necessity of educating all pupils as necessary for them to find a place in our modern urban society. Not only is this important because of the urgent need to help individuals achieve a better life for themselves and their families, but also because in no other way can we find solutions to the problems we face as a nation. Atlanta, in the final analysis, is not the expressways, gleaming buildings, and other evidence of progress, but rather the people who are a part of the city. The people who live in a community or city determine by their performance the quality of living for all. Vocational education has an opportunity and challenge to influence the performance of increasing numbers of individuals as they join the work force. The quality of living throughout the nation will thereby be improved.

As I indicated, I shall not attempt to define the problem by quoting statistics. We know that we have too many dropouts caused, at least in part, by the fact that the educational program is not designed to meet the needs of all pupils. No organism will long continue an activity if consistently and continually confronted with failure. We cannot expect pupils to continue in school if the experience is not a rewarding one. The time has come to reverse the "selecting out" process that has characterized so much of our education effort.

In years gone by, vocational education established the pattern for what I believe offers the best technique for solving some of the problems of the inner city. An outstanding job has been done for rural youth through vocational agriculture including the work of county and home demonstration agents. Many of these contributions are a part of my early memories. During the first World War my father was principal of an agricultural school in Alabama. There was a veterans' program then as now. The program at my father's school provided that the veterans attend classes in the morning and work on the school farm in the afternoon. My father supervised some of these farm activities -- working along with the men on many occasions. Although the corn was taller than the men, they were nevertheless digging out crab grass. My father left the group but soon returned. As he was walking through the tall corn, he heard one of the men say, "Well, I'll tell you one thing, if you don't have a job Old Man Letson he'll sure find you one."

As I remember my father, I certainly agree that he could do exactly that. Also, I recognize that we have moved from that point in history to the present when it is no longer possible for a considerable number of our young people to find meaningful and rewarding work opportunities. Vocational education has demonstrated the value of work experience, and we are doing a reasonably good job in expanding work-study opportunities. When this expansion is measured against the need for such experience, however, it must be acknowledged that education, vocational and general, is falling far short of meeting the total need in this area.

Had it not been for the contributions made by vocational agriculture in showing how, with an ever decreasing number of man hours the nation's needs for food and fiber could be met, the history of the country would have been different. It was this development on the other hand which stimulated the growth of the "two Atlantas," and emphasizes the fact that further expansion of vocational education must be a part of the solution of the problem thus created.

The success of the agricultural program also contributed to the limited, almost unchanging pattern of vocational education for many years previous to 1963. With the passage of the new act in 1963 there was opened up an expanded horizon and an almost unlimited opportunity to design the vocational program to better fit the needs of all pupils. The speed with which these potential changes have been made is not something that we can point to with pride. Some desirable changes have been made and some creative developments are already a part of the record, but much work remains to be done. The Vocational Amendments of 1968 expanded even more the opportunity for flexibility in the design of vocational programs. It is recognized that the goal of adequate funding has not been achieved. This continued limitation, however, has not eliminated the many opportunities the new law provides for vocational education to be innovative and creative. The only real limitation we face is the possible lack of ability, ingenuity, and creativity on the part of all of us who are charged with administrative and instructional responsibilities. At least it is no longer valid to say that "they won't let us."

The traditional separateness of vocational education has long been a problem and must be listed as a current one deserving of further attention. The early development of vocational education, for a number of reasons, encouraged a separation of the curriculum into academic and vocational programs. If this separation ever served a worthwhile purpose it has certainly ceased to do so today and should be eliminated. Educators who understand the relationship which should exist between vocational and academic courses are properly placing curricular emphasis upon the needs of pupils rather than artificial dividing lines between academic and vocational programs. It is not intended to suggest that a standard curriculum meets the needs of all pupils. Obviously, it is appropriate that vocational education continue to concentrate upon the development of the competencies and skills needed for employment, but with proper coordination, vocational education can contribute to academic achievement and obviously academic achievement is an essential part of vocational competence. There is certainly no reason for the kind of separation that has existed in the past.

A related issue is the narrow concept of vocational education which limits its application to those few set programs which were a part of the early vocational act. There are still educational administrators, vocational and otherwise, who do not realize that the 1963 and 1968 Vocational Amendments made a difference. Their only awareness of possible changes is related to the fact that report forms have changed slightly, but the program content continues without alteration. Also, over the years vested interests have developed which further limit the willingness of vocational personnel to move into new directions. It is difficult to change the neat designations which have characterized the vocational programs for so long -- D.E., D.O., T & I, etc. These specific programs have made and continue to make tremendous valuable contributions, but are not sufficient to meet the increasing need for broad, flexible approaches. Let us continue to work for maximum flexibility as we design new vocational programs to better meet the needs of pupils.

Relationships between local school systems and state departments of education in the vocational area have been both good and bad. It would be possible to illustrate with examples of both blind bureaucracy and creative leadership. Hopefully, the latter is on the increase. As usual, the quality of local-state relationships reflects the ability and dedication of personnel at both levels. There has been much discussion of the rural orientation of many state vocational departments and their lack of understanding of, or sympathy for, big city problems. In some states these conditions have existed, but changes are taking place. Certainly, the directions established in the revision of the Vocational Act point the way toward increased emphasis on urban problems.

The Georgia Department of Education is demonstrating that the new directions made possible through revisions in the Act are really opportunities for state leadership. Cooperative local-state action will assure that urban problems are not neglected.

Vocational education has demonstrated and continues to demonstrate the value of work experience which is probably a more valuable part of the vocational program today than ever before. Many high school pupils do not learn in the process of growing to maturity many of the things which were a normal part of growing up in years gone by. Work experience can give meaning and relevance to an otherwise unexciting educational experience. The whole of education should use to greater advantage the motivational values which flow from the right kind of work experience. Vocational education especially should greatly expand its interest and enthusiasm for and supervision of this hopefully expanding part of the high school program.

The structure of public education was developed to meet the needs of an agricultural past and certainly does not meet the needs of an urban technological society. It no longer makes sense to close the school doors for three months each year. In Atlanta we cannot afford to turn 110,000 pupils loose on the streets of the city at the same time. If work experience is as valuable as I have indicated, why is it necessary that all pupils who wish to work three months out of the year do so during the same three months? The usual experience is that too many pupils try to secure the relatively small number of jobs that are available during the summer. Atlanta's four quarter plan provides a flexible high school program which permits pupils to work at various times during the year--

greatly increasing the number of work opportunities available. These additional jobs plus the great expansion of the regular vocational work-study programs make possible the needed expansion in work opportunities for high school pupils. Atlanta's twenty-six high schools will be operating a full program this coming summer. Attendance is voluntary and teachers work only if they choose to do so. No tuition is charged. Last year we operated our first fourth quarter with approximately one-third of our high school pupils enrolled. Time does not permit a full presentation of Atlanta's four quarter plan. It is mentioned as an illustration of one structural change which offers some hope of setting the stage for more and better vocational education. The four quarter plan is particularly significant in helping to meet the needs of the inner city. The high schools which had the largest enrollment for the fourth quarter last year were those located in the more disadvantaged areas in the city. As compared with crash programs designed to ease the problems of the inner city during the hot summer, the four quarter school plan was much less expensive and more effective. Really, what is it about the summer, as compared with other periods of the year, which calls for large crash expenditures of millions of dollars in order to take care of special problems? The major difference is the fact that schools are not in session. There is some difference in the weather, of course, but that is incidental. The main difference is the fact that schools are not operating.

In our increasing effort to teach all of the children of all of the people, it continues to be true that some pupils do not learn well through the traditional academic approach. The major purpose of vocational education, of course, is to teach the skills necessary for employment and successful performance on the job. We should not overlook that fact, however, that vocational education also offers an opportunity to teach academic skills in a meaningful way to some pupils who do not learn the three R's through the usual academic instructional program. Vocational education will miss a golden opportunity for expanded educational service if this point is missed during the months ahead.

There is a great need for more and better vocational guidance, which was recognized and authorized in the new Vocational Act. As we work to expand this area, however, it is important that vocational guidance not develop as a separate program. If we end up with two guidance programs we will be compounding the problem of separateness. Hopefully we will be smart enough to avoid this error.

I wish time permitted a full report of a special program we are operating in Atlanta for eighth and ninth graders. Groups in these grades take a full quarter for in-depth exploration of the world of work.

Atlanta is moving toward comprehensive high schools as a replacement for separate vocational schools. As a part of this development we hope to get away from the all too typical vocational program located in an inadequate basement space that contributed to the undesirable image of vocational education. Our goal is to encourage occupational competence and understanding on the part of all. If accomplished, this will be a far cry from the kind of vocational program assumed to be for "other people's children." The flexibility of the four quarter plan and the wide choices available as we achieve a truly comprehensive curriculum will make it possible for pupils to move in whatever direction interest and ability direct.

Too many pupils assume that a vocational choice is a permanent unchangeable decision. What happened to the American dream that a man who learns to be a good mechanic and works intelligently at his job can some day own the business? Or that a man who starts out as a machinist can become the manager or owner of a business of his own? We have too often failed to give this vision to pupils enrolled in vocational programs.

Many school systems are now moving in the direction of assuming full responsibility for job placement. It is important that education continue contact with pupils until they have made a successful next step - further education or a job. A related benefit most likely to follow from this development is the positive stimulation it gives to curriculum changes as needed to best meet the needs of individual pupils.

In conclusion, it is my belief that there has never been a time when vocational education faced a greater challenge or had a greater opportunity to finally take its rightful place in the mainstream of public education. If vocational education finally "comes into its own" it will be through "main stream" curricular changes, through our further effort to assure occupational competence and understanding on the part of all, and through the utilization of vocational education as a means of teaching the three R's to pupils who do not fully profit from the academic approach. If we are as smart as educators should be, we will see that vocational and academic education are so joined together as to assure both employability and a better life for all the pupils we teach.

FACTORS AND PRESSURES IMPINGING UPON THE EDUCATIONAL NEEDS OF THE INNER CITY

Byrl R. Shoemaker*

All persons in attendance at this conference are either administrators of total programs of public education or administrators of vocational education programs at the local or state levels. As representatives from major cities east of the Mississippi, and as representatives from state departments of education within those states, all of you have recognized positions of leadership in your field of work. Experiences with previous workshops limited to the largest cities in the nation and the state personnel from the states in which those cities were located have indicated to me that a group such as this has little patience with people telling them at great length about problems within and needs of the inner city. You know better than most speakers about poverty, poor housing, family instability and the inability of people in the inner city to compete in the modern world. You know that these conditions are caused by unemployment, employment in low-skill occupations, lack of skills and knowledge in the area of home and family living, and the problems of prejudice and fear.

While such problems are not unique to the inner city and can be found in numerous isolated and rural areas within the individual states, these problems become concentrated within the inner city section of a major city. Like a nuclear bomb, the problems may reach a critical mass and explode, blasting social and economic debris over a wide area. Or perhaps worse, exist like a festering sore, seeping poisons into the society in which they exist.

The many problems that can be identified with the inner city all have their root or base in the problem of poverty. I know of no group of people in any nation that have overcome the problems faced within our inner cities until they have overcome the basic problem of poverty. A Professor Lutz, Professor Emeritus of Princeton University, identifies three basic causes of poverty:

1. A lack of capital to provide the necessary tools and facilities for production;
2. A shortage of jobs within the economy; and
3. The lack of skills on the part of people to obtain satisfactory employment within the economy.

I would suggest to you that in our present economy there is no shortage of capital and there has been no shortage of jobs. It is obvious, however, that there have been and continues to be a shortage of work skills on the part of the people identified in the problem group needed for employment in a technological age.

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Too often we assume that such poverty is a necessity and that our technological society can afford it. Just as the small profit of a business or industry may mean the difference between success or failure for that industry, so the effective use of the relatively small number of people in the poverty area of our major cities may mean the success or failure of our social order.

Recently the Newsweek magazine ran an article asking in bold headlines, "What is Wrong with Our High Schools?" After many pages involving observations of the failures of some of the publicized pilot efforts in the schools throughout the nation, the article finally seemed to center on the concept that the problem is the need for "Relevance" in our public education system. This article, however, was confused about the meaning of "Relevance" in education and asked the question, "Is relevance discussing Viet Nam, discussing the Pill, studying Black History?" I believe they have missed the real factor of relevance for youth who hit age 16 in that relevance to them means "What is going to happen to me when I graduate?" Maybe our 1850 concept of education does not match the needs of the inner city, even though this concept of education can still be forced upon our people in suburbia because it is the acceptable way to prepare for college.

Governor James A. Rhodes, in his book entitled Alternative to a Decadent Society, said it this way:

> "Education is the only profession in which a person can spend millions of dollars, fail miserably with the majority of youth for whom he is responsible, and be honored nationally. The objective of education is not high scores on scholastic aptitude tests; the objective should be to help every young person to develop his capacity for productive participation in our society. We do not help young people by forcing them out of the educational system.
>
> Educational snobbery, arising from the present educational system, is creating a decadent society. Seventy percent of our students are enrolled in an educational program that is at least a hundred years out of date--an educational program devised to prepare youth for professions. Many of these students become social rejects because the system does not provide education for places outside the professions. The classical emphasis in education was appropriate to an intellectual elite and a landed aristocracy. It is not relevant to an age of science, technology, and democracy. Many of our youth cannot do the work society wants done, and the educational system has accepted no further responsibility. In Ohio alone, 100,000 untrained and unskilled young men and women, including dropouts, were dumped into the labor market in June, 1968. Neither Ohio nor any other state can hope to survive this repeated shock to its social and economic system."

All of you have received a report of the previous conference organized for a limited number of major cities, in which the participants discussed certain problem areas affecting the inner city. The problem areas considered at that conference were:

1. Program development for in-school youth and dropouts
2. Guidance needs for inner city youth
3. Transition from school to work--placement and followup
4. Financing expanded programs of vocational education for disadvantaged youth and adults
5. Programs for hard core adults
6. State and local relationships
7. Residential vocational education programs for inner city youth of major cities

The summaries of the committee discussions and their recommendations are included in the book which you received and the evaluation of the conference indicated that the participants believed that the most important part of the conference was found in the committee discussions.

All of the problems are important. Since in this first session you will have before you representation from both the state and local level, it seems to me to be wise to focus upon some of the issues in state and local relationships. A study of the material concerning state and local relationships from the previous conference would reveal:

1. The need for involvement of major city school administrators in state planning and decision, and the need for the involvement of state level personnel in local planning and decisions
2. The need for more and better planning at both the state and local level
3. The need for improved financing at both the state and local levels
4. The need for effective utilization of the leadership available at both the state and local levels

There is a history of a poor attitude in the part of state departments of education toward the major cities within a state. Historically, our state departments of education have been under-staffed and underpaid, and many times major cities have believed that they have personnel superior in education and experience to the personnel employed in the state departments. Also, because of the salary differentials between major cities and the state departments of education, we would find that most state departments have been staffed with persons from small and medium sized communities with very few of the state department personnel from major cities within a state. Historically, state departments of education have not attempted to provide leadership to major cities, and perhaps have provided state funds only grudgingly as they have looked upon the broad tax base available to the school systems of the major cities. Historically, the state departments of education have been willing to leave the major cities to their own devices and moved to provide assistance and leadership to those other school districts who have accepted them in a leadership role. State funds allocated for educational aid in the major cities has looked only upon the tax base available to those major cities and given little consideration to the total tax rate charged the citizens in those major cities or to the major tax needs of those cities if they are to move toward solutions to their problems.

In former years state legislatures may have been accused of being corn stalk brigades. Today the legislature in our state could be controlled by the suburban legislators, but there is no evidence that the suburban legislators are moving as a block. Historically, certain programs of vocational education have been denied the major cities, such as programs of agriculture and home and family living programs under home economics. Until recent years the total programs of vocational education in the major cities have been extremely limited in size and too often have been restricted to the high skill areas for youth from the middle class.

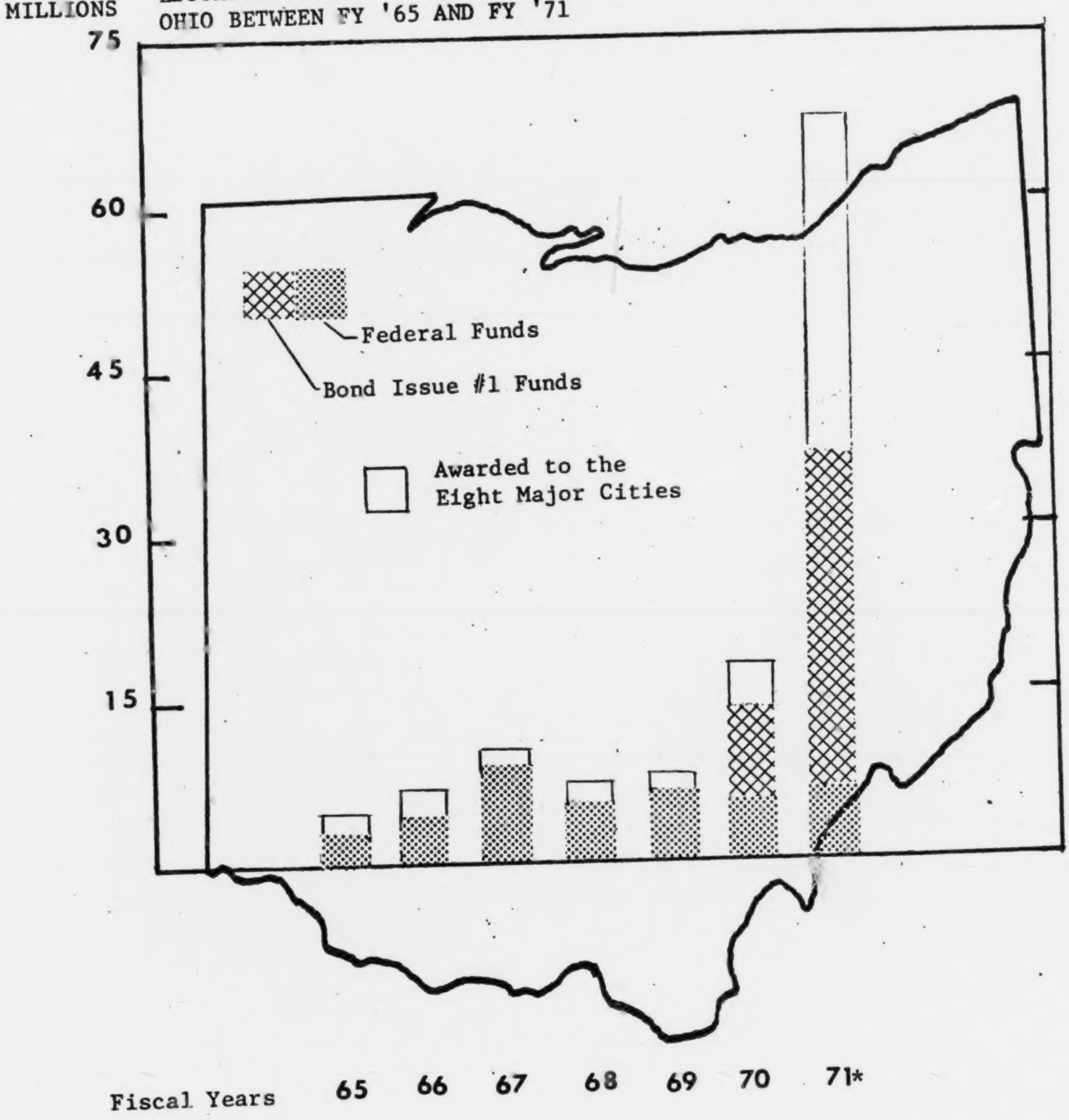
As we studied the provisions of the Vocational Education Act of 1963, it became obvious that Congress had established a broad goal of providing vocational education to all people within all sections of the state who need and want such instruction. Such broad goals were very commendable, but the amount of money provided by the Act has absolutely no relationship to the established goals. The Vocational Education Act of 1968, however, while retaining the broad goals of 1963, indicated clearly the thrust of the legislation to provide significant financial assistance to those pockets of poverty found in the inner-city sections of our major cities.

One of the first things that you discover as you bring two or more states together is the vast difference between the means of implementing programs of vocational education within the various states and the procedures and processes for funding the vocational education programs. Also, there is a vast difference in the problems faced between small cities and large cities. Some states have so few of the large cities of 200,000 or more that they may ignore the concerns and interests of that major city in favor of the more regarding experiences of working with the suburbs, small cities and rural areas.

Ohio has eight major cities and a ninth school district with the same population as several of the eight major cities. I will tell you bluntly that you cannot ignore the needs of eight major cities, even if you are deaf and blind. I believe that within our state we have attempted to establish a working relationship with all of these eight major cities, I hope to the mutual benefit of both our state division of vocational education and these eight communities. Unless there is respect, unless there is communication, unless there is coordination, unless there is special programming to meet the needs in major cities that do not exist elsewhere, there is little hope that state and federal funds for vocational education can be used effectively within our major cities to reach for solutions to our social and economic problems. I believe that our relationships with our eight major cities in Ohio have stimulated our Division to be more effective in our planning, more broad in our viewpoint concerning a total system of vocational guidance and vocational education, more sensitive to the program and financial needs of these major cities, and because of such relationships we have been able to make more progress toward a system for the state without denying the importance of either the eight major cities, or the other areas within the state.

The following charts show significant growth in state and federal investments in vocational education, with the state investments far outstripping the federal investments, and in student enrollments in programs for youth and adults. The charts also indicate that while the major cities have approximately 26 percent of the youth enrolled in public education within the state, our financial assistance to these major cities has gone beyond that percentage of investment.

ALLOCATIONS FROM STATE BOND ISSUE #1 AND FEDERAL VOCATIONAL EDUCATION FUNDS ON CONSTRUCTION FOR VOCATIONAL FACILITIES IN OHIO BETWEEN FY '65 AND FY '71



* Projected

ALLOCATIONS FROM THE STATE BOND ISSUE #1 AND FEDERAL VOCATIONAL EDUCATION FUNDS ON CONSTRUCTION FOR VOCATIONAL FACILITIES IN OHIO BETWEEN FY '65 AND FY '71

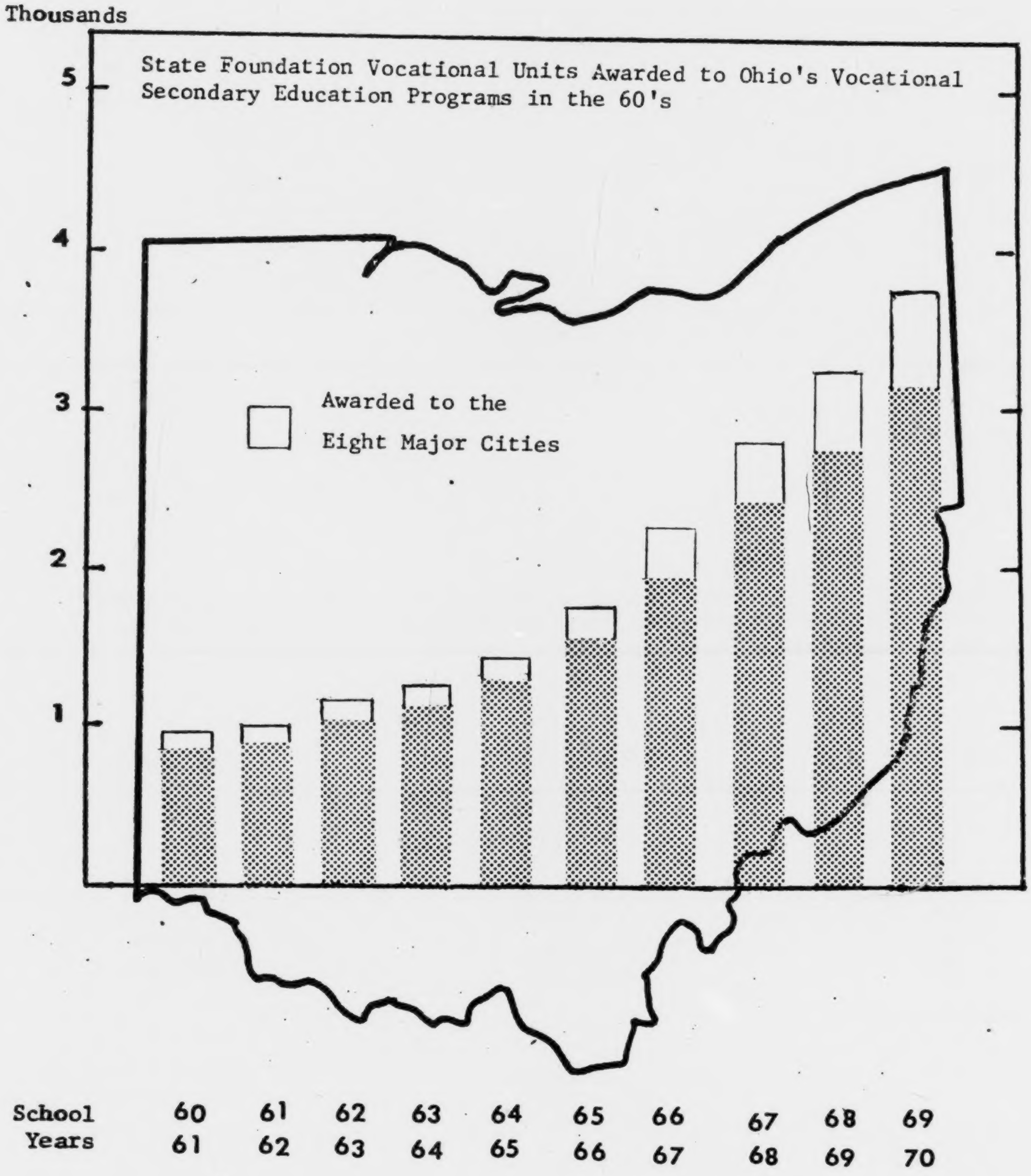
FISCAL YEAR	FEDERAL FUNDS	BOND ISSUE #1
65	4,530,389,	
66	6,173,841.	
67	10,424,294.	
68	7,108,971.	
69	7,654,149.	
70	4,798,750.	13,163,714.
71*	5,000,000.	61,836,286.

*Projected

ALLOCATIONS FROM STATE BOND ISSUE #1 AND FEDERAL VOCATIONAL EDUCATION FUNDS ON CONSTRUCTION FOR VOCATIONAL FACILITIES IN EIGHT MAJOR CITIES IN OHIO BETWEEN FY '65 and FY '71

FISCAL YEAR	FEDERAL FUNDS	BOND ISSUE #1
65	1,067,333.	
66	2,289,760.	
67	772,090.	
68	1,386,687.	
69	1,237,642.	
70	________	3,332,006.
71*	________	30,527,507.

*Projected



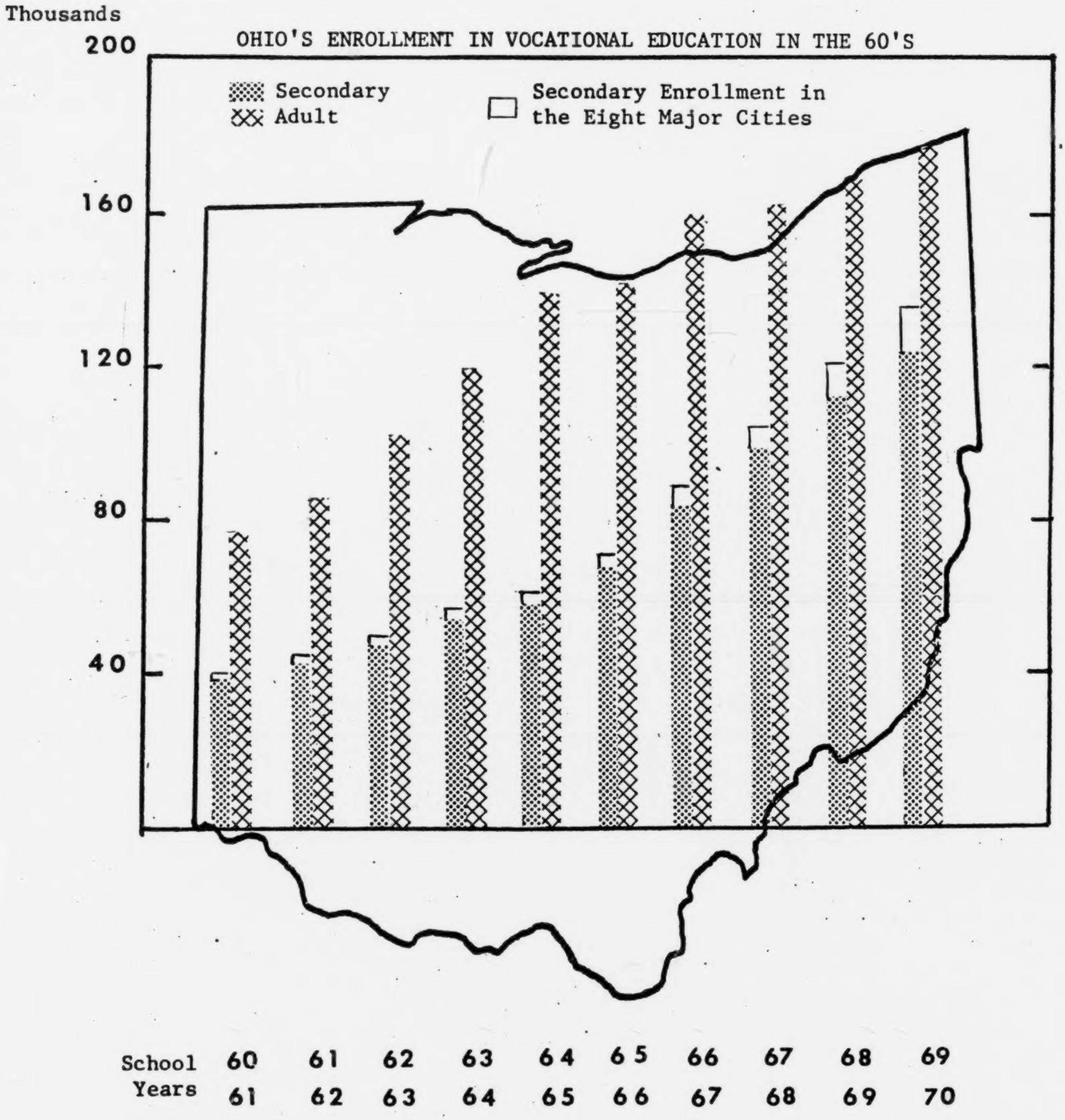
State Foundation Vocational Units Awarded to Ohio's Vocational Secondary Education Programs in the 60's

STATE FOUNDATION VOCATIONAL UNITS AWARDED TO OHIO'S VOCATIONAL SECONDARY EDUCATION PROGRAMS IN THE 60'S

School Years	Units
60-61	998.93
61-62	1056.33
62-63	1134.26
63-64	1266.62
64-65	1404.39
65-66	1767.18
66-67	2296.09
67-68	2720.38
68-69	3181.34
69-70	3797.37

STATE FOUNDATION VOCATIONAL UNITS AWARDED TO THE EIGHT MAJOR CITIES VOCATIONAL SECONDARY EDUCATION PROGRAMS IN THE 60'S

School Years	Units
60-61	140.36
61-62	144.13
62-63	148.38
63-64	157.20
64-65	156.00
65-66	245.32
66-67	342.01
67-68	406.64
68-69	511.00
69-70	634.47


OHIO'S ENROLLMENT IN VOCATIONAL EDUCATION IN THE 60'S

OHIO'S ENROLLMENT IN VOCATIONAL EDUCATION IN THE 60'S

School Year	Secondary	Adult
60-61	39,909	75,180
61-62	43,630	83,098
62-63	47,240	91,837
63-64	54,756	117,273
64-65	60,612	137,139
65-66	71,466	142,719
66-67	88,776	159,579
67-68	104,941	160,220
68-69	118,525	170,388
69-70	137,945	180,000*

*Estimated

SECONDARY ENROLLMENT* IN VOCATIONAL EDUCATION IN THE EIGHT MAJOR CITIES IN THE 60'S

School Year	Secondary
60-61	2,800
61-62	2,880
62-63	2,960
63-64	3,140
64-65	3,120
65-66	4,900
66-67	6,840
67-68	8,140
68-69	10,220
69-70	12,680

* Enrollment = Number of Vocational Units Awarded Per School Year X's 20

As a special effort to give recognition to local planning, and to give special consideration to the eight major cities within our state, we have used the project approach in the allocation of the set aside funds under the Vocational Education Amendments of 1968 for disadvantaged and handicapped youth. This plan was established to enable school districts to come up with programs planned specifically to meet needs as they see them, providing those programs have a relationship with either vocational training or the preparation of youth for entrance into vocational education programs. The Disadvantaged Youth projects, approved in Cleveland for example, up to this point are as follows:

A Pre-Vocational, Pre-apprentice, Pre-technical
Orientation Program for Mis-directed or Undecided
Youth of Urban Target Area School

A Vocational Selection Program, "Dropout Losses"

Out-of-School Youth Vocational Part-time Program

Mobile Vocational Homemaking Laboratory for Job Orientation

Vocational Training for Spanish-Speaking Disadvantaged Men

The projects approved in Cleveland to date under the handicapped set aside are as follows:

Vocational skill learning for slow learners
Vocational orientation for slow learners
Vocational and educational work evaluation for
    slow learners and deaf students
Vocational skill training and patient-care assistants
    for educable mentally retarded

On the basis of the increased funds, we have again encouraged the major cities to identify additional projects for the handicapped and the disadvantaged, challenging them to reach for types of programs which will provide for solutions to our social and economic problems, rather than continue the flow of unemployables into the pool of unemployment.

The need for a broad expansion of vocational education in our major cities is imperative. Vocational education is not only a means of getting a job--it may be just as important as a method of education. A recent study conducted by Mr. Donald Healas, Director of Vocational Education in the city of Cleveland, indicated that for the period of time covered by the study, the average dropout rate for the general high school student was 15 percent. The dropout rate for students enrolled in vocational education programs was five percent. The dropout rate for youth enrolled in special vocational programs planned to serve the disadvantaged was 3.3 percent. Last week I had the privilege of attending an employer-employee banquet for youth enrolled in programs planned to serve students who were not succeeding in the regular program. These students now know they are successful. Someone has been paying them for their work. They can answer the question, "What can you do?"

A goal of establishing a total program of vocational guidance and vocational education was proposed by a Governor's Task Force report to our State Legislature in January, 1969. Our Division of Vocational Education has accepted this proposal as a goal and has involved the major cities in the implementation of pilot programs. The broad goals are:

Kindergarten through Grade 6

1. To develop respect for all work
2. To develop a desire on the part of all youth to do something

Grades 7 & 8 (Ages 12 & 13)

1. To provide all youth with an orientation to to World of Work in a technological age

Grades 9 & 10 (Ages 14 & 15)

1. To provide all youth with the opportunity to explore interests in the World of Work
2. To provide a work adjustment program for dropout prone youth

Grades 11 & 12 (Ages 16-up)

1. To develop broad vocational programs and pre-professional programs

Development of Broad Post-high School Vocational and Technical Education Programs

The major cities cannot stand as isolated islands within a state, ignoring state departments of education except to exert pressure for more money. State departments of education cannot ignore the major problems and issues within our major cities and continue to serve a leadership role within that state and to maintain themselves as a part of the delivery system for state and federal funds made available for vocational education. Yes, communications are essential. Mutual respect is essential. Leadership, flowing both ways, is essential. Without money, however, and without the types of political relationships, both state and local, which will permit massive changes and innovations in the educational system, there will be no major achievements toward solutions to social and economic problems found in the inner city. Within the framework of the funds now available to us, the states have been directed to give special consideration to the pockets of poverty within our major cities. Increased funds have been provided at the national level for vocational education and in many states increased state funds have been provided. The need is evident and perhaps our slogan should be, "Do it now before it's too late."

BARRIERS TO CHANGE IN A BUREAUCRATIC STRUCTURE AND SELECTED ALTERNATIVES TO BUREAUCRACY

Dr. William J. Block*

When Professor Jones invited me to speak at this conference and related to its focus, I reminded him that I knew little about vocational education. He reassured me, saying that I wasn't expected to, that my area of expertise would be bureaucracy. A second thought about the nature of the audience should have demolished his reassurance on that point, since most of you come from the educational bureaucracy, though you may prefer that I don't refer to you as bureaucrats. At any rate, I've put together some ideas and observations about bureaucracy which may serve as discussion points.

Our title seems to imply that the change against which bureaucratic barriers are erected is desirable and that the status quo is not. This may be, but we note that change is not a normative concept. Depending upon the specific situation or relationship to be changed, the individuals or group affected, and their perceptions of it, change may be viewed as desirable or undesirable. However, this paper will assure that the changes to which bureaucratic structure poses barriers are deemed necessary and desirable by the relevant policy makers.

Bureaucracy is a word which has aroused expressions of contempt and antagonism during the mid-years of this century. Opposition to active and intervening government, beginning with the New Deal years, has centered upon a system which is said to be cold and impersonal on one hand, and bungling and smothered in red tape on the other. While opposition to bureaucracy came from conservatives and reactionaries for some three decades (and still does) it has recently emerged from the opposite end of the political spectrum, the New Left, which identifies bureaucracy as the "tool of the Establishment."

All opposition to bureaucracy is not from those who oppose it's work, and many who either administer bureaucracies or are part of them have unfavorable reactions to the word. Before his departure from the White House, President Eisenhower warned President-elect Kennedy that pushing the bureaucracy was like pushing a feather bed, the pressure applied one place had no lasting effect when it was shifted to another, and after a time in office, President Kennedy complained that the State Department bureaucracy frustrated his efforts in foreign affairs.

In the last 13 years, I have been somewhat surprised to find mature students from other parts of the world, Europe, Latin American, the Orient,

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Southeast Asia, the Middle East, who, without exception, indicated some distaste at the mention of the word bureaucracy or its translation into their own language. Practically all had been bureaucrats in their homeland.

So bureaucracy as a word is "loaded," so that rational discourse about it is sometimes difficult. Yet, in the past half century, there have been ever-widening attempts to define and analyze it so that it could be understood better and hopefully made more functional and less frustrating to so many.

Max Weber, a German sociologist of the early Twentieth Century, is responsible for an analysis of bureaucratic organization which is the foundation of most studies of such structures.

We might look at the features which we asserted would characterize a bureaucracy:[1]

1. "A continuous organization of official functions bound by rules." Thus, continuity and uniform and equal decisions are assured.
2. "A specified sphere of competence." This suggests the well-known division of labor and specific, but limited authority.
3. "The organization of offices follows the principles of hierarchy." This suggests a system of superior-subordinate relationships which should assure control downward and appeals upward.
4. "The rules which regulate the conduct of an office may be technical rules or norms." Specialized training and knowledge would be essential for both the development and the application of these rules.
5. ". . .the members of the administrative staff should be completely separated from ownership of the means of production or administration." This attempts to separate the bureaucrat's organizational life from the demands of his personal life.
6. ". . .there is also a complete absence of appropriation of his official position by the incumbent." Thus, positions in the bureaucracy aren't held by right, and their incumbents can be assigned to meet organizational needs.

Although Weber's model of bureaucracy has been most helpful, it has some deficiencies. Formulated over half a century ago, it reflects Weber's observations of German government, and it preceded the development and growth of behavioral studies and the human relations school. Thus, his model overemphasized the supposedly rational and impersonal and undervalued the informal aspects of bureaucracy and the reactions of individuals to their environment.

For a more realistic and attainable model of bureaucracy, we can see what a contemporary American economist, Anthony Downs, has to say concerning it. Basic to developing a theory of bureaucratic decision-making, he has designated primary characteristics of a bureaucracy, and then secondary ones. The latter will remind us of those of Max Weber.

His list of primary characteristics follow:[2]

1. Size large enough that everyone in the organization can't know everyone else. (To this, I would add that the organization is complex in nature)
2. Members of a bureaucracy work full-time and depend on it for most of their incomes, which are influenced by the labor market. Thus, they are careerists and not "dilettantes."
3. Merit is the primary consideration in appointment, promotion, and retention of personnel.
4. "The major portion of its output is not directly or indirectly evaluated in any markets external to the organization. . ." This characteristic means the exclusion of most sizable private organizations from bureaucratic status and the inclusion of most public agencies. As of today, public educational systems would of course be included.

From these characteristics, Downs derives those which he says are internal and secondary to the existence of a bureau. These are:

"1. A hierarchical structure of formal authority.
2. Hierarchical formal communications networks.
3. Extensive systems of formal rules.
4. An informal structure of authority.
5. Informal and personal communications networks.
6. Formal impersonality of operations.
7. Intensive personal loyalty and personal involvement among officials. . ."[3]

Thus, if the educational system in which you are an administrator has hundreds of employees, most of whom are career professionals selected, retained, and promoted on the basis of merit, working in a complex of superior-subordinate relationships of authority and communication under formal rules and in a formally impersonal manner with intense loyalty among officials, and if the outputs of this system are not evaluated by an external market mechanism, then you are part of a bureaucracy. The value of such a definition is that it avoids the assumption that a system is bureaucratic simply because someone attaches that supposedly odious label to it.

In the real world, of course, human organizations do not fit models perfectly or not at all. It's a matter of more or less, so that we can say that an organization is largely bureaucratized or that it is only slightly so.

With Downs' definition of bureaucracy in mind, let's consider what barriers to change a bureaucratic structure may pose. Note that I say may, since most of us have learned the risks of absolute predictions in such matters. The number of variables in such situations are great and the human composition of different bureaucracies varies a great deal.

Books and articles on the subject of bureaucracy lists many asserted defects and shortcomings of a bureaucratic system; some of which are not relevant to our subject of discussion here.[4] Such dysfunctional behavior is called bureaupathological or bureaupathic rather than bureaucratic. This infers that the behavior is not characteristic of bureaucracy but abnormal. At any rate, a good many writers in the field of bureaucracy agree that a bureaucratic type of organization does affect the actions of its members, sometimes for the worse. Barriers to change which may be found in a bureaucratic structure which we will discuss are as follows:

1. Tendency to substitute means for ends. } Goal Displacement
2. Tendency for survival to become a goal. }
3. Institutionalized norms.
4. Tendency to impersonality.
5. Hierarchical layering.

1. TENDENCY TO SUBSTITUTE MEANS FOR ENDS

This problem appears as a reversal of priorities between ends and means, so that what is achieved is "triumph of technique over purpose." This occurs through the slavish adherence to rules and customs to the detriment of primary objectives. For example, some teachers may receive more satisfaction in keeping neat and extensive records than in the frustrating and time-consuming task of remedial work with individuals or in planning lessons. The records are concrete evidence of what has been done and can be measured, while planning lessons or going over problems with individual students is not as susceptible to measurement. When the system is geared to recognition of measurable work, many people will emphasize that kind of effort.

In any kind of system, there may be individuals who prefer this kind of routine work to the more difficult and challenging work for which they are employed. However, a bureaucratic system encourages this dysfunctional kind of activity. Primarily, this is through the development of specialists or overhead staff, who set standards and supervise their implementation in a relatively narrow area. Their controls and the pressure to conform can be most influential with those persons who are inclined to receive satisfaction in this type of work anyway.

In order to assure uniformity and predictability, a bureaucracy develops categories for all potential cases so that individual problems can be classified according to existing criteria and then attended to. Such decision-making controls set responses in a pattern and discourage the development of new ones. Again, such rules become sacred and viable and may be exalted above goals.

One writer in the field has spelled out the way in which a particular bureaucrat at a high level may encourage the development of overhead controls. He says, ". . .every small unplanned event is a potential crisis. . . . Since he must interrupt his routine he is determined to resolve it forever. After a thorough examination of every possible detail, including events that are only peripherally related, procedures are laid down to avoid a similar occurance."[5] Thus, the development of more overhead controls leads to the expansion of staff who supervise such controls and consequent pressures on people at the working level to spend more time conforming to these demands than to the major objectives of the organization. Some of the frustrations of the young teacher under such a system are portrayed for us in Bel Kaufman's book, Up the Down Staircase.

2. TENDENCY FOR SURVIVAL TO BECOME A GOAL

Undoubtedly, organization continuity and survival becomes a goal, albeit a subordinate goal, in practically all organizations. However, in bureaucracies or in some parts of them at times, survival of the bureaucracy or a subunit or even an individual's position becomes a major goal, overriding all others in the priorities of top administrators or of larger numbers of lower level bureaucrats. Thus, we might find resistance to school district reorganization, to curriculae changes, to new teaching devices, to new groupings of students, and to programs which might be deemed controversial by the larger community. A threat from a hostile environment will induce preoccupation with these immediate problems, so that more general goals are lost sight of. This, like the tendency for means to replace ends, has been called "goal displacement" by sociologists.[6]

Incidentally, the displacement of existing goals brings about change, though it may be unintended.

An exaggerated concern for security and opposition to change may come rather consistently from those whom Anthony Downs calls "conservers."[7] He applies this term to officials in bureaus and we might also include informal leaders. Conservers are characterized by the actions which seek to "maximize their security and convenience."[8] Their personalities lead them to be non-agressive, cautious, and uncommitted as far as the organization is concerned. Their expectations of success are relatively low. Such individuals are identified by Robert Prestus as "indifference" who withdraw from the organization and its goals.

Thus, conservers generally oppose any change, on the grounds that changes can't help them much, and more likely will be detrimental to them. They not only have minimum expectations of bettering themselves in the organization, but cling fiercely to their current status and benefits. More than other types of bureaucrats, they tend to have a feeling of proprietorship about their jobs.[10]

You may wonder what this has to do with bureaucracy particularly, since conservers should appear to any human organization large or small or bureaucratic or nonbureaucratic, and they do. However, Downs suggests three factors in determining whether or not a person will act as a conserver: his psychological predisposition; the nature of his position; and the possibility that he will achieve his chosen goal.[11] The second of these is obviously largely influenced by the bureaucratic organization, and it also has much to do with the third.

Of course, the presence in a bureaucracy of only a few conservers will be of little significance to its adaptation to change, unless these few are concentrated in the top policy-making positions. On the other hand, the larger the proportion of conservers and the more widely they're distributed throughout the bureaucracy, the greater the likelihood that they may be influential in effectively resisting proposed changes.

According to Downs, the proportion of conservers in a bureaucracy may be predicted by the following hypotheses: (1) Conservers are clustered in the middle levels of the bureaucracy, rather than at the top or lowest levels. Climbers or upward-mobiles will cluster at the top, and the lowest levels will contain most of the recruits who haven't yet learned all of the rules and group norms which may influence them to become conservers. (2) There will be more conservers among the older bureaucrats than among the younger ones. The average age of the members of a bureaucracy may give a clue to the proportion of conservers. (3) A rapidly growing bureaucracy will have a lower proportion of conservers than a slow growing or stagnant one. (4) A high rate of turnover in a bureaucracy will indicate a low proportion of conservers, and a low rate, the reverse. (Of all these hypotheses, I suspect that this one might be disproved in a number of instances) (5) And, most of the point of our concern here today, the more the bureaucracy relies on formal rules, the greater the proportion of conservers.[12]

Thus, it seems reasonable that a bureaucracy which maintains a considerable proportion of individuals who are inclined to be conservers may, through its efforts to become more rational and more consistent, actually encourage these individuals to behave as conservers. This has been well stated by James Anderson in the following comment: "Because these specifications result in further division of labor, individuals create or do nothing which they can identify as a direct result of their skill or effort. The meaning of the work is destroyed and the job becomes devoid of interest and challenge. Rather than quitting, individuals may perform minimally, stay home from work, arrive late. . . ."[14]

3. INSTITUTIONALIZED NORMS

The pioneering work in human behavior, the Hawthorne studies of almost forty years ago, demonstrated the pervasiveness and influence of work-group norms. Such values develop and are adopted in an ongoing organization by numbers of people who work in association and are transmitted to incoming generations of workers through a sometimes subtle, sometimes overt system of indoctrination. Such norms may be concerned with seating patterns in cafeterias, the output of work of an individual or group, the use of tools or techniques, or even entrance into lunchtime recreation. When a bureaucracy brings professionals together, we have a blending of work group and professional norms, so that they may become identical. Here the norms may be concerned with the method by which professionals should be addressed by a superior, the advance notice which should be given before meetings or conferences, the approved relationships with other professionals, both within and without the bureaucracy, and the kinds of professional and social relationships which would be proper in dealing with the professional's clientele. It has been suggested that where professional education inculcates social values, such values tend to be conservative. At any rate, group norms tend to be firmly established, as traditions, and to resist change which conflicts with them.

Just as workshop norms may conflict with each other, so may those of professional groups. Thus, it seems that teachers in a large school system not only find it much easier to identify with the individual school than with the entire system, but most of them will find it easier to identify with their particular discipline or area of concentration within the school. The bias of teachers of college preparatory courses against those who teach vocational courses have been fairly well demonstrated over many years. The pecking order in a school is not determined solely by hierarchical status, but is determined also by status which is ascribed to various groups and subgroups on the basis of their own professional education. Although the influence of teachers is probably not nearly so great as those of us who engage in that activity would like to believe, it is likely that the attitudes of teachers toward other fields of study is clearly discernable to, and understood by their students.

Such norms may be very dysfunctional within the bureaucracy when cooperation among various groups and subgroups is essential to the success of the bureaucracy. In general, we could say that this is so in most bureaucracies, for practically none are so unique, so specialized, and so self-contained that there is no need for communication or cooperation within the organization itself. The old concern in professional education about "the whole child" must have developed in part from an observation of the splintering of the child's education among several teachers and subjects, most of whom seem to have had no relationship to each other.

Professional norms may become especially crucial when the profession itself is undergoing both rapid change and considerable criticism, either from inside or outside. Professionals, if they're good professionals, believe in themselves and what they're doing. However, it isn't unusual for them to be so concerned with what they're doing that they don't see the need for change. It's the old story of not seeing the forest for the trees. I well recall the emotional response a decade ago by vocational agricultural teachers to an article by an economist which suggested, on the basis of declining farm population and farm opportunities for young men, that vocational agricultural education should be reoriented and that much more emphasis should be placed on future off-farm employment. Here is an example of a group which was dispursed throughout a school system, so that they were always in a small minority in every school, but who felt much closer ties to their profession and to their state association than to the local school where they taught. When such professionals are concentrated so that they may communicate much more freely and much more rapidly, their professional norms may be more clearly articulated and more vigorously held. James Anderson, in his references to resistance to innovation, reports that a study showed that science teachers were least inclined to resist innovation, while industrial arts teachers were most inclined to do so. He attributed this to the fact that industrial arts, as traditionally taught, included the same skills over a long period, so that a wide range of teaching experiences included commitment to the same skills.[15] Thus, a proposal to teach new skills by new methods not only brought to the concern for survival which we've previously discussed but was a direct challenge to existing professional norms.

Group norms in opposition to particular proposed changes not only act as communication barriers, but actually serve to justify alterations in directives which are being transmitted. A former undersecretary of HUD tells of directives concerning greater citizen participation which simply weren't passed on, because some administrators refused to believe that "they meant it that way."[16]

4. IMPERSONALITY

Impersonality, the impartial treatment of all clientele, is the hallmark of a good bureaucrat and its exaggeration caricatures the bad one. In schools, this characteristic of bureaucracy probably developed as one method of reacting against political interference, with its demands for favoritism in teacher appointments and student relationships. Bureaucracy was a defense against this, but insulating the teaching staffs and by obliging them to handle all students impartially, at least in theory.

Ideally, impartiality is preferable to the pendulum which swings between vengeful and arbitrary treatment on the one hand, and favoritism on the other, so characteristic of amateur administration. It has become a value with teaching professionals, partially through indoctrination ("this is how a professional teacher acts") and partially through an increase in the size of school systems, which imposes some degree of impersonality.

Unfortunately, impartiality or impersonal treatment ultimately means depersonalization of the teaching faculty and ultimately of their students. Sheer numbers are a major aspect, but not the sole factor, since a small cohesive group may be as identifiable in a school of 2,000 as in a student body of 150. However, the larger the teaching faculty and student body, the less the chances of either intentional or random meetings between individuals from the two groups. The scheduling and routing of students and the assignment of teachers means that significant choices for either students or teachers are minimized.

The development of rules to assure impartial treatment seems to have the effect of encouraging further impersonal consideration of people. The rules become more important than the objects they are intended to protect. Thus, the sanctity of a student's academic record may prevent the release of that record to a faculty member whose advice is sought by the student.

Rules provide a further hindrance to the development of close personal relationships between students and teachers. Bureaucrats who wish to avoid involvement with clientele who have serious problems, find rules and regulations a convenient excuse for fending them off. If specialization provides counselors, the teacher finds it handy to say giving advice isn't his job. Many teachers do find that personal relationships with students not only make their work more effective, but give them greater job satisfaction. Thus, the structure and rules which hinder the development of meaningful relationships not only deprive them of positive satisfaction, but are themselves considered as "dissatisfiers."[17]

Teachers who are treated by administrators as production-line employees are not highly motivated to undertake change with conviction or enthusiasm. At best, they are unwilling participants. If they've had no part in making policy and have a few meaningful choices, they will do only what they have to do. If an organization seeks change of any magnitude, this isn't enough.

5. HIERARCHICAL LAYERING

In a vertically structured bureaucracy, the hierarchical layers pose problems to effective communications. Such layers constitute barriers both upward and downward. As proposals for change begin at the top and are directed downward, the familiar defect of serial transmission becomes apparent. At each level, there is a tendency to alter the message to fit the interpretations and goal concepts of the intermediary. Thus, messages are added to, modified, or subtracted from.[18] The result is the oft-told story of the high official who knows little of the problems and obstacles at the working level because not only is his own perception partial, but the information filtered up to him is also distorted.

The size and complexity of the bureaucracy also pose strong barriers to communications and to positive action. The more complex the organization, the more centers of power there are at different levels and the more possibilities of vetoing action.

Again, the transmittal of policies or instructions is subject to unanticipated change as it goes down the hierarchy. Downs refers to this as "authority leakage," and it also results from uneven pressure and follow-up by officials from the top on down. Thus, much more may be intended than accomplished, since it is easier not to take action or to perform minimally than to perform vigorously and consistently. Resistance from clientele to change may also encourage minimal activity on the part of the bureaucracy.

At this point, we might agree that although a bureaucratic structure does present some barriers to planned change, we can't assume that a traditional, non-professional, non-bureaucratic organization would provide a fertile ground for major innovation. In general, proposals to reform bureaucracy have been less discussed and analyzed than have criticisms of bureaucratic structure. Most suggestions which might make changes more feasible have been rather narrowly focused.

The abolition of bureaucracy is implied in the rhetoric of the New Left, which suggests that a restructured society would make large-scale organizations unnecessary. The welfare bureaucracy might wither away if proposals of the advocates of the negative income tax or the guaranteed annual wage were to become reality.

Other suggested reforms would improve leadership and individual competence through education in human relations or sensitivity training. Increasing use of an ombudsman as the citizen's liaison with, and protector from bureaucracy attempts to make large-scale, complex organizations more humane. Periodic calls for decentralization of decision-making in many kinds of bureaucracies touch upon some of the problems we've considered.

Most sweeping are proposals which would break up a bureaucratic structure and in effect, return to earlier days of greater community control. Last is a prediction of a new kind of organization which would be specialized, mobile, and temporary.

Some of these proposals, or a combination of them, may help develop a bureaucracy which may be less resistant to change than many are now.

The most drastic change in bureaucracy would be its abolition. Currently, the creation of a new society and the adoption of new life styles which would need need large scale and complex organizations seem most unlikely. Communes may exist in remote areas or tucked away in small sections of large cities, but their role in the production functions so necessary to sustain life for millions at an advanced material level seems microscopic today and of less account in a decade.

Among educators, one might expect great faith in education as a method of bringing about change and commitment to change. In general, this faith exists to varying degrees, but theirs isn't much concensus about either the methodology or substance of such educational goals.

If we look at a random sample of graduate education programs and compare them with Professor Walton's recommended outline of management education for educators,[20] we'll find a good many lacking, particularly in dependence upon the behavioral sciences. Especially in small universities, the programs are almost wholly contained in schools or departments of education. This kind of professionalism has the effect of developing a closed system, internalizing professional and group norms so that changes sought by others are resisted. There isn't any doubt that many professional graduate education programs are broadly based, and meet Professor Walton's principles. The major problem here comes from the need to extend the scope and influence of such programs, so that their graduates aren't constantly frustrated by working with people who have a much more traditional or narrow concept of management.

Even assuming an adequate supply of modern management education, we must acknowledge that most of us know how to perform better than we do. Many administrators have a knowledge of human relations which isn't apparent from their treatment of subordinates. In particular, they are very busy, under intense and almost inhuman pressure, and their pattern of behavior often develops some degrees away from what it may have been.

Here is the appropriate role of sensitivity training as a means of inducing change in the behavior of the individual (and it may have unintended consequences, as related by the two ministers who were the only church-related survivors of a group of six who underwent sensitivity training together--the other four left the ministry). Although there are several viewpoints about sensitivity training and its application, a rather persuasive view holds that an organization generally cannot be substantially changed even by selective training of key officials. Unless participation extends into the layers of management in bureaucracy, the change induced in only a few will be absorbed by the lack of understanding and indifferences of others.[21]

The ombudsman has already been introduced to higher education, primarily as a protector of student interests, and in all likelihood the office may appear in secondary schools soon. As an independent fact-finder and righter of wrongs, the ombudsman may help to reduce the real and fancied wrongs of an impersonal system. However, an unanticipated consequence of the Swedish system has been a decrease in the zeal and vigor of officials, and a suspected increase in passive administration.[22] Officials have found that sins of commission seem to attract more attention than sins of omission. Thus, we may find that the ombudsman's function, if introduced, may help clients to live with an impersonal system, but may encourage behavior which is passive and less supportive of change.

The exceedingly rapid expansion of unionization of teachers in the past five years has illustrated the deep division between them and their administrators and has also widened the division. As one writer has observed, the pace of acceptance of change in an organization is slowed by a feeling of "we and they" and hastened by a wider "we" feeling.[23] Related to this is Cartwright's suggestion that the group, not the individual, is the key to change. He says that it has three roles in attempting to secure change: as medium, as target, and as agent.[24] Hence attempts to bring about intended change in an educational bureaucracy should involve both administrators and teachers as a single group with common objectives, if possible.

Calls for decentralization of decision-making have been almost as plentiful as denunciations of bureaucracy, although often not linked with the latter. To some, decentralization is a desirable goal in itself, and an aspect of democracy. To others, it is a means to assure better and more acceptable decisions. Both justifications seem relevant to the problem of group resistance to change because of institutionalized norms.

Bureaucracies come into existence, in part, to assure uniformity and consistency in their service. This implies decision-making at high levels and less discretion at the working level. Yet, in any bureaucracy hundreds of decisions have to be made every day. For teachers, the problem is often similar to that of the young husband who announced that he and his wife had divided up the decisions which the family must make. When asked who made the major ones, he said that of course he did--his wife was to decide how they'd spend their money, where and when they'd take their vacation, and what they'd do for recreation. He would make the big decisions, such as whether or not to abolish the draft and whether Communist China should represent the state of China in the United Nations. So many teachers find that they make few or no meaningful choices as to where or how or when they work or with whom. Yet, some of these decisions made for them might be better decisions if they could be involved.

Would it be too much to "allow individual teachers enough autonomy to stimulate their professional initiative and to encourage the development of positive and fruitful relations with students?[25] James G. Anderson further suggests that ". . .the most significant gain in education may result from recognition of the professional status of teachers and a substantial investment of authority in them. . . ."[26] In summary, change may be imposed upon teachers (and upon students), but their involvement in a study of problems and planning of change may assure more realistic and achievable change.

Perhaps the most immediate alternative to bureaucracy has been developed in the demand for community and control of the school system. Although often referred to as "decentralization,"[27] this is clearly not administrative decentralization, which moves decision-making downward, but retains minimum standards of uniformity and control. Growing out of the environment of ghetto politics, community control seems, at a minimum, to aim at breaking a huge bureaucracy into smaller and more responsive organizations. One writer, who views community control as an "instrument of social change," suggests that it can only be achieved by "local control over key policy decisions in four critical areas: (1) personnel, (2) budget, (3) curriculum, and (4) pupil policy."[28]

Thus, community control would meet resistance to changes proposed by the policy makers of the community by replacing personnel who oppose them and appointing only those who would accept them. Even though a new bureaucracy might emerge, it would probably be quite different from the old. Where community control has been advocated strongly, it has run head-on into professionalism, and the second of our barriers to change, security as a goal, has been much in evidence.

Community control of schools, as a principle, runs counter to a half-century trend in public education, which has seen thousands of small units aggregated into large systems which have become bureaucratized. Although the definition of a "community" may be manageable in an area of homogeneous population, the demands for community control in areas containing different economic, social, and ethnic groups would seem to provide enough territorial alternatives to disorganize public education for some time. Community control may be a viable and pragmatic alternative to the existing bureaucratic system in some cities, but as a nationwide principle I doubt that its benefits would be in the direction of securing changes which most of us would deem desirable. Finally, a bureaucracy which is responsive to both professional objectives and clientele (community) objectives will have to make some hard choices. As Professor James Q. Wilson has observed: "Obviously the more a bureaucracy is responsive to its clients. . . the less it can be accountable to /wider public/ directives. Similarly, the more equity, the less responsiveness."[29]

We might now look ahead at how a different environment and different problems may influence bureaucracy to develop. Bennis sees a major change in about two decades, with bureaucratic organizations then employing only one-fifth of the work force. Forty percent may be employed at technological tasks and another forty percent may be working in highly specialized, mobile, problem-directed task forces. He thinks this will come about because of bureaucracy's inability to adapt itself to an environment characterized by interdependence instead of competition, by turbulence instead of stability, large size rather than small, and a closer interweaving of government and business. Bennis sees a working population with much better education than today's and more mobile. He believes workers will have greater intellectual commitment to their jobs and that they will accept temporary social relationships with their fellow workers.[30]

As far as change is concerned, such a social organization should pose less resistance to it. By its temporary, problem-solving nature, the organization will have little ongoing commitment to particular programs or "ownership" of any problem or solution. As structured, there should be less tendency to exalt means over ends or to make security and stability a major goal. Finally, since work groups will be temporary in nature, it will be more difficult for them to internalize group norms. However, the experience of the military bureaucracy with rotation of personnel may show that non-permanent work assignments may tend to distribute group norms throughout the work force.

At any rate, the specialized team approach has been used by private organizations such as IBM. It seems possible for it to be used by public educational systems to secure some objectives. How widely it may be used may be judged by this audience and ultimately determined by time.

Finally, change occurs in many ways. Sometimes it is planned, or partially so, and at other times it appears as a surprise. In fact, its arrival may go unnoticed for some time and may have to be explicitly called to the attention of people. If change, either planned or unplanned, is to come, an organization can deal with it better if it is prepared for and thoroughly analyzed.

Hence an essential for a bureaucracy which hopes to adapt and survive through goal succession instead of goal displacement is to plan and prepare for change. Some experience shows that this may be through organizational development. This is defined as

> a normative, re-education strategy
> intended to affect systems of beliefs,
> values and attitudes within the

> organization so that it can adapt better to the accelerated rate of change in technology, in our industrial environment and society in general. It also includes formal organization restructuring which is frequently initiated, facilitated and reinforced by the normative and behavioral changes.

Whether or not organizational development programs are currently successful, the need for them seems clear. It is preferable for a bureaucracy as for any other organization to plan for and to anticipate change than to have change thrust upon it unprepared.

Finally, it seems that the question of the survival of bureaucracy in its present form or a changed form is not the important one. What is important is that human organizations serve as best they can the welter of goals that are demanded of them, and that the broader and less parochial objectives can be always kept in sight. Bureaucracy has in general served us well since the Industrial Revolution, although it has developed some serious shortcomings. If a new form of organization can do the job better in the next century, let's welcome it and hope it serves humanity's objectives well.

FOOTNOTES

[1] Max Weber, *The Theory of Social and Economic Organization*, translated Talcott, Parsons, (Glencoe, Ill.: The Free Press, 1964), pp. 330-332.

[2] Anthony Downs, *Inside Bureaucracy* (Boston: Little, Brown and Company, 1967), pp. 24-25.

[3] *Ibid.*, p. 49.

[4] Frederick C. Dyer and John M. Dyer, *Bureaucracy Vs. Creativity*, (Coral Gables: University of Miami Press, 1965), pp. 21-25. Victor Thompson, Modern Organization, (New York: Alfred A. Knopf, 1961), Ch. 8.

[5] Eugene E. Jennings, *The Executive: Autocrat, Bureaucrat, Democrat* (New York: Harper and Row, Publishers, 1962), p. 183.

[6] Peter M. Blau and W. Richard Scott, *Formal Organizations: A Comparative Approach* (San Francisco: Chandler Publishing Company, 1962), pp. 228-230.

[7] Downs, 88.

[8] *Ibid.*, 96.

[9] Robert Presthus, *The Organizational Society* (New York: Alfred A. Knopf), Ch. 7.

[10] Downs, 97-98.

[11] *Ibid.*, 89-90.

[12] *Ibid.*, 99-100.

[13] James G. Anderson, *Bureaucracy in Education* (Baltimore: The Johns Hopkins, Press, 1968), p. 157.

[14] Victor Thompson, *Bureaucracy and Innovation* (University, Alabama: University of Alabama Press, 1969), p. 95.

[15] Anderson, 143.

[16] Robert Wood, "When Government Works," *The Public Interest*, No. 18 (Spring, 1970), 48.

[17] Frederick Herzberg, "The Motivation-Hygiene Concept and Problems of Manpower," *Personnel Administration* XXVII (January-February, 1964), p. 4.

[18] John Walton, "The Dissimilarity of Educational Administration" *Public Administration* Review, XXX (January, February, 1970), p. 59. He suggests that it should include modern management, administrative theory, theory in guiding organizations, literature on power, leadership, and policy, personal communication and a recognition "that one of their responsibilities

is to provide optimum conditions for the intellectual life, which may have no purpose beyond itself."

[19] Robert T. Golembiewski, "The Laboratory Approach to Organizational Development: The Schema of a Method," Public Administration Review, XXVII (September, 1967), p. 217.

[20] Michael D. Reagan (ed.). The Administration of Public Policy (Riverside: Scott, Foresman and Company, 1969), p. 298.

[21] Warren G. Bennis, Kenneth D. Benne, and Robert Chin (eds.) The Planning of Change (New York: Holt, Rinehart and Winston), p. 702.

[22] Ibid., Rather than being made by Bennis, this is the work of Dorwin Cartwright, and is cited in the Bennis work.

[23] Anderson, 173.

[24] Ibid.

[25] Marilyn Gittell and Alan G. Hevesi (eds.), The Politics of Urban Education (New York: Frederick A. Praeger, Publishers, 1969), p. 289. "The so-called Bundy Report. . .became the first of several plans for decentralizing the New York public school system by proposing to turn its powers over to the various communities within the city.

[26] Ibid., 366.

[27] Alan A. Altshuler (ed.), The Politics of the Federal Bureaucracy (New York: Dodd, Mead and Company, 1968), p. 28.

[28] Warren Bennis, "Beyond Bureaucracy," Trans-action (July-August, 1965), pp. 31-35.

STRATEGIES FOR INITIATING CHANGE IN POLICY AND ADMINISTRATIVE STRUCTURES

Dr. Frank Dick*

Thank you very much. I bring you greetings from the Glass City of the world - Toledo. I am here this morning to share some ideas of things we have been able to accomplish. In these days a superintendent of a large city school has all kinds of troubles and all kinds of problems. I am glad to be here because I believe I am among friends, people interested in vocational education. I hope I hit the target you wanted me to hit.

We want to talk a little bit about some beliefs we hold regarding vocational education, how we have put those beliefs into operation, and how we have overcome some obstacles.

Amazing things happen in America. The cities set the pattern many years ago. I go back to our city and I find two high schools constructed 57 years ago. They had vocational ships; they had a boys gym and a girls gym; they had an auditorium and they had a swimming pool. In 57 years we haven't built one matching those in our city.

What am I saying? The cities which once led in all phases of education have now reached the point where the public is becoming aware of their many problems.

You know what happened - the twenties came along, the roaring 20's! The 30's were the depression years. The cities have never recovered from the depression - never! The monies for welfare went up and up and education was tolerated. Power people moved out into the suburbs where the decisions were made, and this happened in one city after another. You know what happened in the 40's - we had the war and we did win the war; and in the 50's the boys came home and they moved out. It is just now in 1970 that the people of America are finally getting to look at the cities, and I am not pointing a finger at what people have not done. I say only that we need to restore the vocational programs.

During the war years we didn't have much - we had apathy. The greatest thing I see in the turn was Sputnick - well do I remember - in 1957. And immediately our science, foreign language and all those courses were emphasized - and they are important. We had 10 years of stress on academic education, but meanwhile not many schools were interested in the development of vocational education.

I think we now are moving toward an appreciation of the importance of vocational education. The attitude of teachers is fantastic. I know those attitudes. We have 76 school buildings in our district. I have been going to each school to meet with the faculty alone for one hour - the principal sitting in on the meeting. For one hour we have a "give and take." I will tell you why I do this. Because I have the feeling that the teacher leaders do not represent teachers. I have to restore my faith in the classroom teachers. And it is restored every time I go to the school buildings and talk with teachers. But the attitude is there--many teachers look at the new innovative programs and see them as a reason why we are so crowded. So we have to work with our teachers. Educators do resist change. The Univeristy of Cleveland recently did a survey on the areas where education resisted change. It was listed as follows:

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> Administrators and Boards of Education are least likely to resist change.
> The teachers are most likely to resist change.

I think research will indicate this.

Another problem in vocational education is that we have had antiquated state standards. Thank goodness in Ohio we have aggressive leadership in two persons - Dr. Byrl Shoemaker and Governor James Rhodes. They went to work on vocational education and started throwing out some of the old standards. They were rigid standards. Maybe it was those outdated standards that kept teachers and youngsters from wanting to go into vocational education. So vocational education has not been fighting the way it should have been. But we are in a new era, we are in a new time. I just like to say that it can be done.

What can you do when you go into a large organization where there has been apathy? Here are just some techniques that have been effective in initiating change in a large city:

1. First, you study the situation and then select a good director. This appointment is crucial. It takes a certain kind of personality, drive and style to be a vocational director in a large city. And cities differ.
2. It takes strong leadership from the superintendent. It gets dangerous up there. The superintendent must believe in keeping close to the people. He must be a bold, aggressive leader in vocational education, or the job won't get done. Ohio has more large cities than any other state - eight of them - and I have watched the vocational development move in those cities, and I know it depends on the superintendent. Of course, he has to have backing and the support of his Board, and the Board must give him leeway, but he must be a strong superintendent.
3. You dramatize the drop-out rate for the public. This is not a popular thing to do. They will question it and try to challenge you at all times, but I think the way to get people moving is to tell them about the problem.
4. Then go to the people. The best way to overcome staff resistance is to go to the people. The schools belong to the people; they do not belong to the establishment. How do you go to the people? Sometimes it is through proposals. In Ohio we vote on everthing! The people in the neighborhood want the best for their children.

They want opportunities for their children and they know the schools have not been doing the job they should be doing, or why else would so many children drop out of school? Why would we have a high school with 900 freshmen and a graduating class of 375? There is something wrong. We have to adjust our program. Let's go to the people.

5. The building principal is the key. If you want to get something done you have to have the principal with you. Principals can be roadblocks. They can delay and detour progress in many ways. If they won't go along you, then change principals! It's tough for people after 40 years to change. We have a 57 year old high school which has just had its third principal.

We have had centralized vocational schools for boys and girls since 1936, and students from all over the city could enroll there. We almost had an area vocational school in the city. But what we want is a broad expansion program in each one of our high schools, so that we can make each one of our high schools a comprehensive high school.

Maybe our plan would not work in your city, but I think vocational education ought to be in every high school in a big city, yet maintain that central one for the highly technical vocation. And it's working. Enrollment here isn't going down. In many cities it is not working because kids do not want to come in and parents do not want them in vocational education, but we have a rich heritage in Toledo. We have alumni and a good strong program. It will stay. You ought to see the development in their buildings. It is fantastic. We have a high school of 2000 or more. Shouldn't there be vocational opportunities there? You can't get vocational opportunities there unless the principal is sold on them. He has to pull everyone else by the bootstraps and boy, that's a tough job!

So I say not only is the director of vocational education a key appointment, but the building principal must really believe. So we are going to try to make our high schools truly comprehensive. We have just got to keep pushing. It is a never ending process.

I would like to show you some of the programs we have as a result of our push these last years. Very frankly, I get a little disturbed about people talking about programs and paper programs. Our approach has been to establish the programs and then talk about them.

Vocational education in Ohio is provided in five areas: agriculture, business and office education, distributive education, home economics and trade and industry.

Toledo has 7,670 juniors and seniors; 3,636, or 47.4 per cent, of these students are enrolled in approved vocational education programs as a result of a 5 year plan started in 1966. From 37 approved classes in 1966, Toledo now has 128 vocational classes and is approved for 140 for the 1970-71 school year. Many are regular, but several are innovative programs dealing with the special needs of disadvantaged inner-city youth.

Business and office education provides instruction and intensive office skills in stenography, accounting, clerk-typist, office duplicating and data processing. Cooperative office education programs provide opportunities for inner-city students to apply their skills. A new environment for instruction is provided by new and modern office surroundings in the school building. The Whitney High School Data Processing Center offers an opportunity for students in various areas. Youngsters from all 10 high schools are enrolled in this center, spend a half day in the center and a half day in their own school to complete requirements for graduation.

Distributive Education in Toledo has established a unique approach for working with disadvantaged youth. Potential drop-outs interested in marketing and distribution are scheduled for the program; they work with major shopping centers. Grades, attendance, attitudes are not considered--they may be in any grade in school. Students attend their own school the first two periods of the day, then they are transported to the shopping center where they are employed. They work for three hours. At 2:30 p.m. they all report to a related class for three hours. Area merchants provide rooms in their place of business - the room varying from day to day. Field trips and speakers are frequent. Second year students go immediately to class upon arrival at the shopping center. Following class they go to their respective job training stations. Hopefully, after two years in the program, they will re-orient themselves to school, employment and a vocational goal. They now return to a regular school program or go into a vocational program relating to their career objectives.

The Occupational Work Experience program is designed to give industrial work experience to high school students who have been identified by the guidance staff as potential drop-outs. The coordinator handles attendance, counseling, and teaching of the academic subjects in work related areas. He seeks out employers who will hire students, and then supervises the student on the job. Every effort is made to help the student obtain his high school diploma. Toledo developed its first OWE program in 1966, and in September, 1970 will have 21 programs in operation.

An introduction into the various areas of ornamental horticulture, including floral retailing and designing, green house production, nursery management, landscaping and land maintenance, garden center maintenance and turf management is being offered in Toledo for the first time. Students learn basic science and techniques in the classroom through laboratory and cooperative work experience programs. Upon completion of the course, a student will be prepared for a job in his chosen area of ornamental horticulture. He also will have acquired the background necessary for advancement to supervisory levels within the industry, or he may elect to further his education at a university or technical school.

The Occupational Work Adjustment program deals with 14 and 15 year olds, seventh and eighth grade students, who have been classified as disadvantaged youth and potential drop-outs. The object of the OWA program is to provide the student with remedial instruction and with the motivation and the determination to stay in school and graduate from high school.

An additional goal of the OWA program is to prepare students to enter a vocational education training area. Students are in school in the morning, receiving instruction related to their interests and ability. After the student is ready, he is placed in the private sector of the economy at a starting wage of the industry in which he is employed.

The special adjustment class is designed for those students who have completely rejected the academic programs and no longer attend school. The classroom is in a building unconnected with any regular school complex. Classroom activities must be meaningful to the student. Instruction is based upon what the student needs in order to live in today's society.

The building has interest centers where the student may work in an area of his choice. He may fix a clothes dryer; a coffee table; repair a lawn mower, car or radio. Every effort is made to get the student into an activity where he may earn money. A few return to school, some enlist in the military service, and many find full-time employment. The teacher continues to follow up graduates. To this date, none have reverted to their old status of being unemployed and out of school.

Cotter Vocational School is a new facility offering free apprentice training in the areas of carpentry, industrial drafting, industrial maintenance and masonry. The student spends one-half day in his own home school, and he is transported to Cotter School for specialized training. Twenty-five disadvantaged students are receiving training to work in hospitals as future nurses' aides. These future nurses' aides work under the supervision of the teacher in a hospital each morning. They return to the school each afternoon to complete the requirements for their graduation.

The Rehabilitation Center will provide training for youth who appear to be headed toward an unproductive future in the world of work. Students who are 15 to 20 years of age will receive evaluation in the mental, physical and psychological and social and occupational areas. Remedial training will be offered.

The job placement program is designed for all inner-city youth who wish to become employed. Through the use of job placement coordinators, an opportunity is provided primarily for seniors to secure gainful employment and become contributing citizens of the community. The services are available to graduates as well as in-school students.

Through the cooperation of the Chamber of Commerce, other agencies and personal contacts, a large segment of Toledo business and industry has been contacted. This has resulted in the employment of more than 1,000 inner-city youth.

Vocational career orientation was instituted last year at McTigue and Sherman Schools for seventh and eighth grade students. Three times a year for two week periods students are exposed to the world of work through field trips and talks in the school by representatives of the professions, business and industry. No regular classes are held.

Students are transported in small groups to observe various types of business, occupations and service industries. Initial employment opportunities and possible careers are discussed with the students by people in the particular fields.

Is something important happening in Toledo Public Schools?

What could be more important than vocational education?

I think this indicated that you can initiate change in school systems, but there are some problems in doing it.

What do I think about the future of vocational education? Our thesis has been that an employed, happy individual will be one who is a working individual, and a working individual will be one who is earning money.

Let me list for you what I think the future is going to be or should be:

1. I would plead for more flexibility in the state standards. We do have a corporation of kids who are going into the neighborhoods and repairing the houses. We send girls into the houses to clean up. The school can't run the program alone; the neighborhoods need to help.
2. We need pre-vocations in our fifth and sixth grades. High school is too late. You've lost them by then. Our principals keep telling us this all the time. There is very little material available today for inner-city schools for vocational education at the fifth and sixth grade level. Vocational education is going to have to get down to the real nitty-gritty of every day living in the central cities. Society can't wait for another generation - we need to modernize and update our facilities. We need to get pre-vocational education down in those grades. There is a surplus of college graduates today; the money is in the skilled trades area. We have to be aggressive. These things that we see happening at the college level will be happening at the high school level very soon. We must communicate with our staff and our youngsters. It is impor tantto have a commitment. We have lost too many children from our schools. Every time we have a racial problem, I always get a list of the people involved from the police and the staff goes through their records to learn whether they have attended our schools. It is the same story every time. Fourth and fifth grade teachers say this boy seems to have trouble adjusting; seventh grade, this boy is a discipline problem, this boy is in trouble, on down the line like that.

We have got to do better. We can do better.

INDUSTRY'S STAKE IN THE INNER CITY

Les Nicholas*

It is indeed a real pleasure to be here.

The agenda for your conference is most comprehensive. I have enjoyed reviewing it and it certainly appears that you are being exposed to an outstanding opportunity for broadening your perspective in the entire subject area of vocational education. Before I became real involved in the subject of vocational education several years ago, I use to think you people talked in strange and unknown tones, but, as I am finding out, that is not the case at all. Looking at my own companies experience, right down in our Atlanta complex, it's not unusual for us to have anywhere from 400 to 600 people in formal training at any one time. So we share with you many of the problems and perhaps many frustrations that you have been discussing throughout the course of the conference.

While John has also asked that I speak on "Industries Stake in the Inner City," he has given me some flexible leeway to comment upon the subject of vocational education in somewhat a general sort of way from a businessman's view point and I would like to do this.

Insomuch as Larry Gellerstedt has probably traveled over some of the same values as I may do, it seems it behooves me to share some of my thoughts with you in the very essence of brevity, much in the same spirit in which the editor of the famous Southern newspaper admonished one of his new, but longwinded, club reporters in "keeping it short." It was not unusual for this editor to spend long hours with the reporter in cutting excess words in his articles, but finally the day arrived when the club reporter seemed to have grasped the point, because after his last discussion with this editor the following column appeared in the next day's issue, "John Smith looked up the elevator shaft to see if the elevator was coming down. John Smith was 45 years of age."

In a spirit of deadly seriousness, let me make the observation that seldom has the world of business and education been forced to pick their way through a maze of common problems of such variety, immensity, complexity and strategic importance as of now. These problems tend to cut across traditional borders of prerogative because they have uniquely strong impact upon people, and their environment.

When we look at the stake that industry has in the inner city - let me illustrate my own company's case. When it is realized that we have millions of dollars of investment in facilities located within the inner city, it seems to us that it is a matter of enlightened self interest that we do every thing we can for the inner city to grow and to prosper. Thus the term "enlightened self interest" is not just a cliché; it is not an exercise in semantics; it is an expression of the economic reality of life. It's as simple as that. And at the expense of being somewhat redundant, each of you also know that this expanding economy of ours will continue to require vocational and technical training that may well dwarf our imagination.

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Already we are beginning to hear economists make sounds about reaching a trillion dollar level of gross national product. What does this tell us? It is hard to put a definitive statement of evaluation upon it, but there are troubled waters about. According to an article in the March, 1970 addition of "Nation's Business," 90% of our nation's high schools offer college counseling, while merely 50% have staff and facilities to offer vocational guidance. This is further born out and substantiated in a report by a research team from the Senate for vocational and technical education at Ohio State University, which conducted a national survey of vocational guidance in secondary schools. Findings from some 7,000 responses show guidance programs lack appropriate goals. The majority of counseling is related to college education and by contrast, low achievers and potential drop-outs receive less time. They concluded that what is needed is a systematic and realistic guidance program with a set of clearly stated objectives.

On the other hand, a review of the Sunday edition of the Atlanta Journal and Constitution, in particular a review of the classified want ads, indicated that there are over 1,200 available job openings being advertised and well over half of these openings have employment prerequisites which are covered by subject matter talk in vocational and technical curriculum in our Atlanta Area Tech.

But it seems to me that if we are to really keep vocational training upon an effective operational track, there are several areas of mutual challenge involving both education and business which need to be continually reexplored and continually reevaluated. May I touch on some of these as I see them.

First, there is the mutual challenge of arriving at meaningful vocational training objectives. We must, more than ever, think and plan in terms of bed-rock objectives, technological changes and environmental assumptions. I think the very nature of change causes a problem in keeping abreast to vocational training objectives, if only because of the immense and sometimes abasive changes in technological sophistication. For example, in less than 15 years after the discovery of the transitors, we find that the electronic miniaturization made possible an unprecendented breakthrough in computer technology and has literally made possible our spaceage program. You already know the impact of such changes upon our educational system. Let me highlight the difficulty of this challenge of technical acceleration in still another way.

It is well exemplified in what is termed as military systems. For example, increasingly large amounts of time, cost and knowledge are required to produce successive military capability systems. At the same time, the span of useful life is decreasing. As an illustration, Lord Nelson's flagship was 40 years old at the Battle of Trafalgar and was still a first class ship of the line. It's cost was minute in comparison to Admiral Halsey's USS Enterprise of World War II fame, which was obsolete within a few years of it's construction. The B-17 took about as long to develop as was it's useful life. The B-36 took ten years to develop and was operational but three years. Many companies are producing and marketing goods and services that were not even on the drawing board ten years ago--such is the impact and pace of technological change. I submit to you that you are in a very fast race.

The next area of mutual challenge, it seems to me, is that of enlarging the possibilities of alternative programs and in a general sort of way, as we explore the primary objectives in terms of course content, for example, it is just possible that we may devise improved teaching methodology. Sometimes, certainly in the world of business, alternative programs can have more long-range benefits than primary programs themselves. And I think here I am trying to say this primarily as a result of the systems approach.

The third area of mutual challenge is the making of a realistic inventory of available career and placement resources. While this is a statement of the obvious, it appears to me it must none-the-less be highlighted. The time has simply passed when industry and education can afford to be like two ships passing in the night. We must continue to seek out ways and means of having an interchange of vital placement information. One such example of a possibility is operating in Atlanta; I might tell you briefly a little about it.

It is called the Occupational Information Center. It is an agency sponsored by businessmen and educators in the metropolitan area. It is under the supervision of Dr. Beverly Johnson. The Occupational Information Center has prepared briefs covering over 1,500 different Atlanta companies and the nature of their various career opportunities. The briefs have generally been made available to teachers, counselors and other interested parties. Upon invitation, this group also helps out from time to time in sponsoring career days that some schools may wish to hold, and also sponsors an on-going dialogue between the world of education and the world of business. The OIC group seems to have the inherent advantage of acting as the communications link between employment opportunities and sources of educational output.

The fourth area of mutual challenge I want to consider is that of adequately assessing the political and social dimensions of inner-city problems. Specialized vocational training programs as well as various minority group training programs will continue to have implications for involving the vocational training systems as well as wanting the technical training carried out by business. Sometimes both business and industry will be pressed to review traditional practices and long established rules, and I think it goes without saying that managers and educators may unexpectedly find their attitudes and values challenged by the new breed of both students and employees. Some businessmen and educators will welcome such changes, while there will no doubt be others who will wish they had been warned. While this area challenge may be similar to trying to nail jello to the wall, the effort is nevertheless mandatory.

Our next area of mutual challenge is establish effective communication and organizational arrangements between education and business. While I have in substance included this consideration in other areas of mutual challenge, this area, nevertheless, also needs to receive a very pinpointed type of recognition. In this day and time, whenever there is a problem, it is very easy to call a committee meeting. But I am suggesting that we must continue to find ways business and education, whether it be by committee, by seminar, by workshop, or by whatever means, can continue to come together and have realistic dialogue concerning areas of mutual concern.

Our last area of mutual challenge we must meet, and currently one of the most frustrating of all: How can we attract more students into the postsecondary and vocational and technical training schools?

This challenge embraces so many dimensions and consists of so many considerations that only a systems approach seems to hold out increased chance of success. It is a tremendously big question and faces all of us. Just as there are areas of mutual challenge that remain very much with us, there are some, also, outstanding examples that I would like to share with you concerning some highly effective mutual efforts by business and education in Atlanta. These are examples of our coming together and developing some counter approaches to problems.

In early days of the concentrated employment program in Atlanta we were plowing some new ground. When you consider the fact that in Atlanta a total amount of federal and state funds of a little over four million dollars was about to be expended on this concentrated program and in its initial presentation it would have covered only 2,500 people, you can imagine the business community got interested in these figures in a hurry. And in the early days of the National Alliance of Businessmen, also, we found ourselves facing something about like this: Numerous companies were being formed on short notice, it would seem, who came in and made some rather big promises to a typical business as to how they could help train people who needed academic remedial training, in particular, and they were making some rather large claims, such as with only 200 or 300 hours of concentrated instruction in our particular method we could raise the lowest level in this particular person to side degrees of comparable high school training. To say the least, we were somewhat leary of these promises, but in any event we turned to the school system and we found that on a local basis we had facilities and talent already available to do the job. We have been able to come together in so many unique ways to make some contributions to both of these programs that I think it is worthy of your knowing about it. And I think it will always be to the very definite credit of John Letson and John Standridge and other members of the local school system for what they did. Let me assure you they are very much deserving of this special vote of thanks in some of the precarious times several years ago.

There are two programs under the ostracies of the Merit Employment Association which also fill a highlight and effective coming together between business and education; you might be interested in hearing very briefly about these.

First, there is what we call the Living Witness Program. This is really nothing more than a company loaning one of it's employees for a day to go back to a high school--in all probabilities this would be a black employee going back to a predominately black school and talking to students and in essence saying this: "Here are my experiences in employment; here is the educational background that I had in school; let me encourage you to stay in school; let me tell it the way it is; let me encourage you to get all of the education that you possibly can." We have found this to be very effective.

Then each summer for a number of years we have been holding a vocational seminar which brings together the business community and the educational community and we sit around a table and attempt to explore some of the problems of education that need to be looked at in a candid and open fashion. We are going to do this again this summer, but it is going to be enlarged a little bit. After a brief seminar experience, we are going to farm out these teachers and counselors involved to a series of companies where they will actually go on the payroll for a period of about two weeks each. They will be exposed generally to the same type of jobs where their students will probably be exposed to on an entrance level basis. We hope that this will make some types of meaningul experience available to them. From a company viewpoint, you might be interested in knowing that we have established a partnership in educational projects with one of the local schools in the inner city and have joined with the school in giving assistance as requested in subject areas, such as employment readiness and also in selective academic areas. We also conduct, each summer, council workshops where we, on an individual company basis, bring in counselors and teachers and put them on our payrolls for several weeks. We take them through each department and give them as wide of an exposure as we possibly can in the limited amount of time. By rotating them throughout the departments, we feel they are certainly better acquainted with the nature of our business, in specific, and the business world, in general, as well as the career opportunities that are available.

I fully realize that you have, no doubt, detected in my remarks a certain sense of urgency and I know that infinite patience is the price that many a person must pay for success. We know this. Noah Webster spent 36 years on his dictionary; Gibbon spent 20 years on his "Decline and Fall of the Roman Empire;" and George Bancroft spent 26 years on his "History of the United States."

But, may I presume to state to you in closing, that we do not have the luxury of years such as this to determine, formulate and structure vocational-technical training in such a way that would stay abreast without technology.

It has been a real pleasure to be with you. Thank you very much.

THE ADULT COMMUNITY: LEVELS AND EXTENT OF INVOLVEMENT

Joseph I. Dixon*

It is indeed a pleasure to have this opportunity to share with you my thinking on the topic, "The Adult Community: Levels and Extent of Involvement." As you may have observed, this is a broad topic as it relates to vocational education in large metropolitan areas. Vocational education like all education has many adult publics, all of whom are seeking satisfaction. I shall attempt to treat this subject focusing on several broad areas, but realizing all the while that the topic has many facets which may or may not impinge on each other. However, we must all be cognizant of the fact that the total facets serve to make up the whole. How we in our local school districts mesh the facets will determine, to a large degree, the success or failure of vocational education in the urban centers of this nation.

One need but read consistently for a few days the want ad section of any large metropolitan newspaper, drive through the industrial area of any sizeable urban center, or listen to the ads being flashed over the news media to realize there are thousands of jobs for which people have not been trained. Facing us at this time, in addition, is the effect of a minor cut-back in employment, which further points out the need to better match the training of people with the job skills being demanded by industry. I do not wish to belabor this factor, but much of the social unrest in the cities and communities across this nation can be attributed to the fact that a large segment of society, minorities and majorities, are engaged in non-productive activities, primarily because of their inability to acquire the dignity which accrues to an individual as a result of his inputs into the total gross national product, as well as contributions to his own well being. Literally, thousands of our young people are fraught with fear and despair as a result of their inability to be productively employed in a meaningful and satisfying job which lends regularity and stability to their lives. Lest I be misunderstood and accused of over-simplifying a complex problem, let me attempt to assure you that I do not believe that all the problems of the cities, or the nation, can be solved through a mass program of vocational education or job training, and the subsequent employment of people. It has been my experience as a principal of the famed Dunbar Vocational High School in Chicago that the former students that I so frequently have occasion to encounter, particularly those who are gainfully employed, are less involved in the hangups which grip our society than those who may find themselves unemployed or under-employed.

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The National Advisory Council for Vocational Education, in a report, emphasized the fact that 60% of our secondary school population enters the world of work without ever touching base with an institution of higher learning. This is not to say that all these former high school students are the possessors of marketable job skills, but rather stresses the need to involve a larger per cent of them in occupationally oriented training programs. In my opinion, a man without a productive job assignment is not likely to exhibit much in the way of pride and dignity as an individual. Further, a person who lacks dignity and respect for himself as a human being is more likely to become a ready prospect for various movements (good, bad, or indifferent), than the person who is stable, aspiring, and pleased with himself, as a result of being a productive, constructive, and contributing member of society.

When we analyze the need for adult involvment, one readily concludes that without this at all levels, the chances for a viable program of vocational education are markedly reduced.

At the Federal Level, additional funds have been appropriated for vocational education in the recently approved HEW bill. In many states, including Illinois, I'm pleased to say, vocational education appropriations have been increased. However, when we examine what is happening at the local school district levels, we find that budgetary limitations make it prohibitive for the Board of Education to allocate the needed funds for occupationally oriented programs. In other words, the high cost of vocational education has, in some instances, forced school districts to delimit skill training courses. As one can readily see, over the long haul, it would be cheaper for society to invert more in secondary vocational programs than to expend millions in "after the fact" job training and manpower programs with, far too often, astronomical per student costs.

In the budget of a school district, to prepare a student for a job costs more than to prepare him for college. Classes must be smaller, equipment and facilities are more expensive, an adequate job placement and follow-up service is costly. The added cost of vocational education is a reason--or an excuse--explaining why so many school districts across the country have shirked their duty to provide sorely needed vocational programs.

Adequate funding will not, however, totally solve all our problems related to these programs. Recruitment of teachers must be markedly stepped-up. The requirements for teacher certification must be carefully reviewed at all levels. One may raise the question, "Should vocational teachers of trade and industrial subjects be required to have a degree if they meet stipulated work experience requirements in their areas of specialization?" When we carefully analyze our staffing problems and compare the number of trade and industrial teachers being graduated by our colleges and universities with the number of teachers needed to sustain as well as expand vocational education opportunities in our schools, we readily see that new avenues must be opened for the recruitment and certification of personnel.

In many school districts, trade and industrial teachers in vocational schools are not required to have college degrees, but must have several years of work experience. In the not too distant future, the same standards may have to be instituted for teachers of trade and industrial subjects in comprehensive high schools where such courses are offered. Perhaps it is not premature for the Accrediting Associations and those responsible for the certification of teachers to begin a review of this problem with the objective of establishing prerequisites which are realistic in terms of the job to be done and the personnel needs of our school districts.

One may inquire regarding the role of business and industry in vocational education. Certainly business and industry have the important task of hopefully providing jobs for our trainees. However, as schools seek to meet the needs of business and industry, a partnership should be established which is mutually beneficial. In some cities, industry has provided up-to-date equipment and technical assistance for specific training programs, thus insuring a supply of trained personnel for the companies or corporations involved.

Representatives of business and industry are participating as key members of vocational advisory councils at all levels by giving direction to curricula development, by giving direction to the selection of new occupationally oriented training programs, by stimulating an interest and appreciation for the benefits to be derived from participation in vocational education training. City-wide advisory councils and special subject area advisory councils are capable of making valuable contributions to the total program of vocational education in a metropolitan area, but cannot adequately substitute for the local school advisory council or councils.

Recent and current trends toward community control of local schools reemphasized the fact that city-wide advisory councils cannot necessarily prescribe direction for every local school. Forces in local communities are literally challenging the establishment for the right to make decisions affecting the curricula offerings in their schools. It seems evident, at this point, that they are engaged in a winning battle. This, however, does not mean that educational staffs responsible for programs must capitulate to such groups, but rather must find ways of involving and harnessing these human resources so as to structure a program of education which is acceptable to and supported by the local community.

To induce more students to enroll in vocational education, our guidance programs must be realistic and direct in their assessment of the potential of individuals. With the massive increase in college enrollments and the apparent need for many high school graduates to become a part of the college scene, thousands of our young people who have neither the desire, interest, or potential to earn a degree are swarming over campuses across the country. Our secondary school students must be made aware of the vast array of opportunities in the world of work which are available to them upon leaving high school. The personnel who staff our guidance and counseling departments must diligently work toward this end. Occupational information programs must be initiated in the primary grades and fostered throughout the elementary and secondary schools so that students may familiarize themselves with the range of jobs which are available in the world of work.

Those of us responsible for giving direction to vocational education must work assiduously to improve its image. We must not be willing to establish training programs in sub-standard hand-me-down facilities. A well-appointed, well-equipped school tends to attract more of the willing and able students. We must continue our efforts to make Boards of Education aware of the importance of job training programs and the need for adequate financing and facilities.

It should be noted that in this period of unrest among secondary school students, vocational schools in many cities have experienced fewer student problems than the general high schools. Thus, pointing up the fact that students with specific goals are probably more secure in this society.

Much of the commentary has been in reference to vocational education programs for secondary school students. Adults in metropolitan inner-city areas are in need of acquiring job skills, retraining, or the upgrading of present skills. These essential programs must be provided by our secondary schools or other agencies.

Some cities, such as Atlanta, can point with pride to the range of occupational training offerings available to adults and out-of-school youth in both their day and evening schools. However, adult education in many cities is limited to the evening or extended day, thus literally making it impossible, in some inner-city areas, for large numbers of those most in need to acquire marketable skills.

As school districts in urban areas continue to face budgetary restrictions, spiraling costs, and deficit financing, adult education programs may have to be eliminated as an economy measure.

Some of these programs can and will be picked up by community colleges and other interested agencies. However, in view of the investment in equipment in our secondary school vocational programs, a more viable solution might be in the form of appropriations for adult skill training from the Federal Government which would cover the total cost of operation.

Before concluding this presentation, I'd like to call attention to the Institutes' Philosophical Foundation Number Two. "The total program and experiences in vocational education and training are an integral part of the mainstream of a total educational program (but with its own identity and specifically qualified personnel to serve functions which have been identified as unique and require special experience and preparation) which serves man continuously throughout his life span." Rephrased, it would read as follows: "The total program and experiences in vocational education and training are an integral part of the mainstream of an educational program which serves man continuously throughout his life span."

First, we who are involved in vocational education must accept the fact that this type of training is an integral part of the mainstream of education. Secondly, we must convince our colleagues in the academic areas that occupationally oriented training belongs in the mainstream of education.

If this can be accomplished, vocational education may well become that bulwark of strength so urgently needed to bolster up secondary education in this country.

THE ADULT COMMUNITY: LEVELS AND EXTENT OF INVOLVEMENT

Joseph J. Portle*

It is a recognized fact that our public schools of today no longer can lead a sheltered life behind their school walls as they have for many years prior to the turbulent decade of the 1960's. Much is being said about bringing the outside community into the school as a partner whose voice should be listened to in order to reflect the desires and aspirations of the parents whose children we are educating.

If this be true in general, then it is especially true in the field of vocational education with its emphasis on preparation for jobs and careers in trade, industry, and business. For without the active participation, advice, and help from the adult community represented by industry, our vocational schools would soon lag far behind the needs of industry in preparing our students for the ever-changing requirements of the job market. Industry and educators alike are in agreement that only through cooperative effort at all levels of occupational training can the public schools meet its obligations to the student, parent, employer, and to society.

The need for industry-education cooperation is stated by the American Vocational Association in its 1963 publication, Vocational Advisory Committees: "Vocational education, more than any other type of education needs close cooperation with the community. It trains for specific jobs and productive lives. It needs the periodic help and criticism of the real workaday world to be sure its training courses are up-to-date and that its preparation for life-work is useful."

This cooperation between school and industry usually takes place through what is generally termed an "Advisory Committee." For the purpose of this presentation, discussion will be limited to Advisory Committees on the local school level rather than the city-wide, state, or federal level.

The effectiveness of any advisory committee depends to a great extent upon the planning and effort devoted to it by the local school administrative staff. Because of the great amount of time required to organize and develop a formal relationship with industry and to keep this relationship functioning on an on-going basis, many administrators shy away from such formal advisory committees. Instead, such school officials maintain their relationships with industry through personal contacts with individuals from industry whose judgment they trust and with whom they feel comfortable.

An advisory committee formed through informal means may be more effective than one formed through formal means. One way to secure men from industry to serve on such a committee is through the school's group guidance program. Periodically men from industry are invited to speak to an assembly of students regarding the entry requirements and job opportunities in their respecitve occupational fields. These men welcome the opportunity to speak to the students because of their desire to recruit good workers. After good rapport has been established with such a person, it is only necessary to take the next step and informally ask if he would serve on an advisory committee that would meet a few times a year as the necessity arises. In most every case, these men will gladly accept your invitation and be in a position to be of great help to your vocational program.

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Another way to secure good men from industry to serve on your advisory committee is through your work-study programs. The coordinator of such programs in many cases through periodic contact with the employers of your students gets to know those employers who show a real interest in the student and what the school is attempting to do. Again, an informal invitation to such a person to serve on your advisory committee will in almost every case meet with success.

Once a number of persons from industry and business have been found who will serve in an advisory capacity, their help to your vocational program can be used in several ways. Personnel managers from the surrounding community can make up an advisory committee dealing primarily with the placement of your students in part-time and full-time jobs. Periodically, a member of this advisory committee can speak to a group of seniors or juniors in a group guidance assembly pointing out the qualities in an employee that the employer is looking for, what initial skills the student must bring with him if he is to be employed, and what the job opportunities and the future can be for the student.

Besides being of great help in placing your students in jobs, which is a primary objective for vocational schools, especially in the inner-city urban schools, these personnel managers can be of fine assistance in arranging field trips for your students. Even our most modern, well equipped vocational schools cannot keep pace with the rapid changes taking place in industry. To keep your students aware of the latest practices in industry, it is essential that periodic visits be made to various industrial and business concerns in the community and surrounding area. The advisory committee made up of personnel managers assures success in this phase of your program.

Another advisory committee made up of men who are familiar with the tools, materials, and current practices in industry can be of help in determining a relevant curriculum or up-grading your present one. A few years ago such men from industry were asked to come to Prosser to speak to our shop teachers, look over our facilities, and then make recommendations which would improve our instructional program. One of the men responsible for maintenance in a large auto dealership who visited our Auto Shops pointed out that all new cars being sold are equipped with alternators which replaced the generator and yet he saw not a single alternator in our shops for the students to work on. Needless to say this deficiency in our curriculum was rectified, and it was the same dealership which sent over some alternators for use in our instructional program. These same men had the opportunity to talk at some length with our shop instructors who, we hoped, would pick up new ideas and points of view that would make their instruction more meaningful to their students.

Still another very helpful advisory committee which functions in our evening school is the Joint Apprenticeship Committee which is usually closely associated with apprenticeship training programs. The organization of a local Joint Apprenticeship Training Committee, or JATC as they are commonly referred to, are promoted by the Bureau of Apprenticeship and Training, U. S. Department of Labor, and by State Apprenticeships agencies through joint voluntary agreement of management and labor unions by means of local collective bargaining agreements. Usually representatives from management and labor make up this committee although the school may be represented by having one of its instructors on the committee as is a representative from the Bureau of Apprenticeship and Training, U. S. Department of Labor, when there is a need for his help and advice. We have found this committee useful in three ways. One, when members of this committee come in once a month as they do, it indicated to the apprentice that his employer is interested in him and in his related school work. Second, this committee plays an important part in the indoctrination of new apprentices; and three, the committee members meet with the instructor at the end of the year for two 3-hour sessions, after classes for the apprentices have closed, for the purpose of evaluating the year's work and to make any curricular changes deemed necessary for the coming year.

Where good rapport has been established between the Joint Apprenticeship committee, which is usually involved with an adult evening program, and the day school whose facilities they are using, there can be good benefits derived by the day school. From the standpoint of vocational guidance, first hand information regarding job opportunities in the skilled crafts is readily available. Secondly, the Joint Apprenticeship Committee, being aware of an effective day vocational program, may not only give preference to the day school graduates for entry into the apprenticeship, but may actually require fewer years of apprenticeship from such graduates they accept. An additional benefit to the day school may be the use of specialized equipment purchases or donated by the employers or craft union or by both.

So far, what has been said about adult community involvement, in the main, is typical involvement the country over. However, when it comes to such community involvement in the inner-city vocational school whose students come primarily from minority races living in high-rise public housing located in disadvantaged areas, there are other factors to be considered.

The poor image of vocational education in the eyes of the students, parents, the general public, industry and even with our own educators is such as to indicate that vocational education is second-rate education. The feeling that vocational education is good enough for everyone else's children but not for mine typifies that feeling. Principals, counselors, and eighth grade teachers of elementary schools from which our students come generally express this negative feeling when they counsel the more able or better student attend an academic, college preparatory high school and counsel the less able or poor student to a vocational school, usually with a statement like, "Johnny can't read, but he loves to work with his hands."

Somehow, those of us in vocational eduation are going to have to change the public image of vocational education so that community voices will insist that more and better vocational schools are provided for all the children, the able as well as the less able, who make up that approximate 70% of our student population who are not college bound.

The most important thing to a parent is his children for whom he wants nothing but the best. This applies to parents of the inner-city as well as to parents of suburbia. So it is understandable that inner-city community voices led by minority leaders have been assailing our schools and condemning them for their brokendown, antiquated facilities, irrelevant curricula, inexperienced teachers, and administrators that have little understanding or empathy for the desires of the community. These voices have become even louder and more persistent as evidenced by student rebellion, walk-outs, and boycotts which have led to the transfer and re-assignment of school principals. So it is no wonder that for a school in the inner-city to survive, attention must be given to these community voices.

The Chicago Board of Education just recently recognized such voices when it approved a new policy regarding the transfer and appointment of principals. Under this new policy, when a principalship vacancy is announced and eligible principals express a desire to transfer to that vacancy, the district superintendent makes available to the school advisory committee, to the PTA, to the Concerned Part group, or to representatives of these organizations the names of eligible candidates for the position. Candidates may then be interviewed by these representative community groups. If, after the interviews, an eligible candidate is still interested in the position and is acceptable to the community, a recommendation to the general superintendent for the transfer is made.

If a principalship vacancy occurs, and if there are no transfer applicants for the position, the eligible list of principals is used to fill the vacancy.

In such cases, an effort is made to give communities a voice in the selection by making multiple assignments at any given time. The number of principal candidates on the eligible list, equal to the number of vacancies to be filled, are requested to present themselves for interview to each of the school representative groups in need of a principal. These groups then rate the candidates in order of preference, and to the extent possible, community preferences are honored. If there is a need to resolve a problem in selection, representatives of all groups concerned are invited to a meeting for this purpose.

The intent of the procedure outlined is to involve a school community in the selection of its principal. However, if no agreement can be reached, and if a given school is suffering because of a principalship vacancy, the Board of Education, upon recommendation by the general superintendent, may appoint the best principal candidate available.

Samuel M. Burt in his book on Industry and Vocational-Technical Education has this to say: "Many of us will agree that vocational education as practiced today leaves much to be desired in many communities. The 'negative image' of vocational education on the part of students, the public, and industry has not improved much even with the infusion of large sums of federal funds during the past few years. In many communities, the general public is expressing its dissatisfaction with vocational education by seeking methods, techniques, and programs outside the public school system for providing young people and adults the education and training needed to be productive members of our society. Reaction to this trend on the part of vocational educators should not be one of defense. What is needed more now than ever before is dynamic, constructive action to add new dimension and scope to our vocational programs. We can achieve this goal to the extent that we succeed in making industry participation, involvement, and identification with our schools a vital part of our vocational program."

Our vocational schools would then have very few drop-outs, and our graduates would have the essential attitudes and necessary job entry skills which would assure that they become good, productive citizens of our society.

IMPLICATIONS FOR DATA PROCESSING IN DECISION-MAKING

Joe D. Mills*

I--INTRODUCTION

The bear market in vocational education is a dead yesterday. Innuendoes of unborn tomorrows point to the bullish posture of a fully-invested position in the "front-runner"--vocational education. Specks of optimism are seeping through the thick academic fog. Much of classic educational folklore is being exposed. Public interest and expectations are exploding in all directions. Changes in public values offer new opportunities as public educational consciousness burns brightly.

It is indeed hard to find current problems that are not--at some point--being placed on the doorstep of the educational enterprise. Educational entanglements in today's ills run the gamut from pollution and concern for the ecology to illigitimacy and sex education. Some less volital issues relate directly to vocational education, such as:

1.	Joblessness and Dropouts	Slides 1 & 2
2.	Equal Educational Opportunity	Slides 3 & 4
3.	Population Shifts	Slide 5
4.	Population Distribution	Slide 6
5.	Population Concentration	Slide 7
6.	The Handicapped	Slide 8
7.	Working Women	Slide 9
8.	Academic vs. Career Education	Slides 10 & 11

This phenomenon of educational responsibility is not all that new of course--particularly considering that almost one-third (1/3) of the nation's population is directly involved in education; either as students, (59 million) or as employees (6 million). You can see by this enrollment projection (slide 12) that the problem will intensify. Over $65 billion in expenditures for education this 1969-70 fiscal year will generate over seven percent (7%) of the total GNP (Gross National Product). This federal expenditure review from 1957-69 (slide 13) emphasizes the ascending level. When you consider that federal funds are only a part of this cost, (slide 14) the rise to a total of $90-95 billion for education, the mid-seventies justified the extent of public interest. No wonder these counter currents of precipitous public preoccupation.

The scene is changing from the time when education was regarded as the province of educators and parents--to educational involvement of business, industry, government, community and the total of the socioeconomic environment.

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The world of work is being recognized as a vast, creative complex which includes art galleries, churches, the space industry,--and the education field; not a dark place where dirty people do grubby, uninteresting jobs. The expanding role of vocational education is not a new concept, but it's appeal has never been greater.

Past experience is a cautious reminder that there have always been surges and ebbs in public interest. All too often the public's attention span has had unpredictable limitations. Vocational education cannot afford any measure of complacency in basking in the favor of public support. The very intensity of the attention to a problem may create the illusion that it is in the process of being solved, and people can therefore stop worrying about it.

"The time is now"--for each of us--as educational administrators to "do our thing." The fast pace of changing events dictate that we "sit tight in the saddle" to take the hurdles in this new "management age." We cannot afford to be caught in the glue of myopic goals, inept leadership, or "sacred cow" intelligentsia. Service, as the goal of our society, demands a coherent approach in the pursuit of both social and economic values.

For perhaps the first time, the total spectrum of education is being viewed in composite--beyond education's "status symbolism."

Programs tailored to student interest and ability--as well as job-ladder and job-cluster training to meet changing performance requirements present specialized planning and evaluation needs. The seventeen million new jobs created by industrial expansion in the 60's contributed significantly to a 1969 product volume nearly 60% greater than at the beginning of the decade.

II--MANAGEMENT AND THE INFORMATION SYSTEM

In our field of educational management, there is abundant evidence that "business as usual" will no longer suffice--no more preoccupation with antiquated procedures and practices. Much depends on a creative atmosphere within the management group. Dramatic departures are needed to develop ambitious programs tailored to unique requirements. Urgency of results, in this crucial period, can place educational management in a vulnerable position.

The raw materials of planning are bits and pieces of data that must be filled together and processed. A deck of punched data cards, a magnetic tape or disk contain mountains of facts, but no knowledge per se until they are analyzed. The final processing stage of this raw material is management's responsibility,--drawing conclusions upon which to make wise decisions, practical solutions, and intelligent forecasts.

Initiation to the realities of the computer generation requires recognition of its maximum yield--remembering. Calculations, comparisons, redistributions, random motion circuits, geometrics--you name it--are all just following orders, not creating something new or thinking. The computer simply puts stored data in correct order, on command. Admittedly, with unbelievable speed to follow orders faster than they've ever been followed before.

The impact of the computer on the educational environment has provided considerable insight into the state-of-the-art of administrative management.

This new dimension in "management science" demands growth of individual capability to understand computer-supported decision making. There are those who claim the nation's scarcest resource in this decade will be leaders with the breadth of knowledge required by our highly technological society--leaders who can make decisions, take risks, and motivate others.

Management by objectives creates, for each of us, the need for deconditioning from past-oriented, subjective, intuitive, decision methods. We have all become a part of this paper society; in many cases, through the defensive behavior of generating reports for justification purposes.

Prior to the advent of electronic data processing, we have been subjected to limitations in the accuracy and immediately of data. Without many of these former constraints, the field of management decision-making moves toward more objective, quantitative methods. Measurement concepts must be developed--decision rules analyzed; such as, time-plans, data identification and priority, individual involvement--in a word, leadership. Mastery of this science,--in it's application to decision-making abilities,--will provide the time for concentration on human relations and supervisory skills.

Critical attention is now focused to the basic management capabilities of talent--maximizing effectiveness in: 1. planning, 2. making decisions, and 3. communications,--and there are those who even add a fourth talent--"worrying!"

Communication, or lack of it, has been a major stumbling block. Within a single generation, computer technology--of unbelievable speed, power, and scope has led the world to the moon. Further progress and how well we perform will be based upon careful administration in making the technique fit the job. In overcoming communication barriers, traditional patterns of thinking must be discarded--confusion disspelled, and the dehumanizing trends, often accompanying technological progress, must be avoided.

This requires intense activity in coordinating every function of the total educational hierarchy. Strong liaison, and an atmosphere in which change is welcomed as the price of growth and progress, are keys to success--as well as a continuing administrative function. Attempts to justify status, personnel or budgets create real or imagined resistance and a source of conflict. The development of reliable performance yardsticks to gauge progress often create active resistance and must be met broadside. Progress can be a pretty slippery process.

It is sometimes said that there are those who would rather live with the problems they can't solve than use a solution they don't understand. And the computer is all too often misunderstood. Sometimes defined as dumb and expensive beasts, computers are relegated to recordkeeping functions of routine chores, rather than to the meaningful potential as a useful tool for management decisions.

Those who make claims of the computer as over-qualified and underemployed, point to the common errors of over-collecting and under-analyzing. These pitfalls of information manufacturing and knowledge delivery have resulted from a number of problems of a new era, requiring new thinking, by new people, in new jobs. Those who are "non-computer oriented" and view data processing as a "make-believe world"--are either awed by an over-sell of the extolled virtues, or suspicious and distrustful of predicted changes.

The computer is different things to different people. It is not a panacea whereby management can merely convert its heretofore unsolved problems to some misunderstood series of binary numbers, sit back, watch the lights flash and receive an answer. Management cannot become a passive participant, given the luxury to sit back and wait for the results. This concept of "problems in--solutions out" often results in "problems in--greater problems out." An effective system is not just happenstance. It does not evolve as a result of the development of independent applications. Individual applications are designed to meet the needs of a restricted area of operations, but with the needs of the whole organization in mind. Thus, an integrated system avoids redundancy in data storage and the transmission of useless information from one area to another. The paper-work flow acts as a mirror to reflect the real world of output on operational functioning.

It may be surprising to discover that almost all the information needed emanate from a rather small number of common source documents. It is also surprising to see the interconnection of systems which were thought to be entities in themselves, but are really connected by a common flow of data.

It is well to recognize,--at the onset, that problems may arise from the time-dimension as well as the content-dimension of data. Building an environment that is receptive to data processing is not easy; but an important management responsibility. People get a kind of inner thrill when the computer reportedly makes a mistake--somehow it re-establishes the concept of human supremacy. Overlooked is the fact that computer mistakes as well as achievements are almost always the result of people. All types of errors and "foul-ups" are blamed on the machine.

Management must work to make people participants rather than victims in the development of an integrated system. A solid base of education and a continuing communications program is a most effective technique for achieving this. There is a normal learning curve in adapting to the computer world. You can benefit from the mistakes of others, but only up to a certain point. Pioneering efforts are a requirement in adapting computer-science techniques and business economics to the vocational education field. The computer does not operate in a vacuum. It is easy to get the idea that data enters the computer laboratory,--is accurately and speedily processed, and dispersed promptly in proper format. It just isn't that easy. The easiest part of the job is the activity in the computer room itself. However, the important things that happen outside the computer room are often overlooked. Input procedures must be meticulously prepared according to strict procedures. Likewise, output must be planned to produce the most effective job in reporting.

You can't escape the fact that, with or without a computer, you are continually dealing with people. Translating the ideas of management into a language the computer can understand is a vast and complicated communications setup.

Germane to the potential of data processing as a management tool is the need for the professionals in record-handling and management to be thoroughly familiar with overall objectives, policies and procedures--in minute detail--if they are to be charged with the responsibility of designing and improving systems. This, of course, assumes that well-defined goals and clear objectives have been established. No fuzzy concepts, unchartered direction to waste time, money and talent. At the onset, the pace can be set by the definition of critical data with a sound user-oriented policy.

Unfortunately, planning is made up of an equal number of knowns and unknowns. Crises will be fewer and further between by recognizing the knowns--and by building in safeguards to allow for the unknowns. Planning, at its creative best, can be no better than the internal ability to implement it. Whether you have joined the ranks of the "computerized generation" or not, the basics of planning are the same.

It would be presumptious of me to attempt to outline a master planning model applicable to the wide range of geographical areas and focus represented by the participants in this institute. However, a degree of similarity exists in all current operations and forecasts for the future.

This emerging management science makes possible the application of techniques of business economics by pointing specific trends and effects of events bearing on educational planning. The ultimate benefits include more rational and better informed decisions at all levels.

The ability to establish relationships between such factors as population, labor force, job components, school enrollments and student data can be the basic elements for decisions on programs, facilities, equipment, curriculum, staff, and funding.

Here are a few concepts we have developed in using the computer to elevate the level of management competency.

Basic Management Responsibilities

An overview of management responsibilities defines these specifics (slide 15). In our development of a computerized educational management system, we turned to the basic hypothesis of computer-science,--systems analysis (slide 16). Following through this approach, the application of educational planning interrelationships is shown here (slide 17). This slide depicts a methodology of goal definition (slide 18).

The focus of the total service responsibility of vocational education is pictured as a balance (slide 19),--with these planning factors (slide 20).

Here we have an interpretation of the perspective of planning responsibility by operating level (slide 21). I'm sure I don't need to emphasize the fact that all too often this pattern is practiced in reverse!

The Information System as a Management Tool

A review of our work in "getting with" the computer age involved a variety of interrelated areas (slides 22-31).

Examples of Planning Elements Specifics

The 1975 National Employment Projections points up specific program planning needs to meet estimated manpower expansions and shifting emphasis (slides 32-36).

Our use of base data to correlate student and labor market needs for realistic program planning involves the analysis of national, state and local factors.

These slides show some of Florida's expansion problems (slides 37-39).

At the local level, these are some items of consideration:

1. Population increases, characteristics and distribution (slides 40-44).
2. Income levels and sources (slides 45-47).
3. Labor force participation, distribution and projections (slides 48-55).

Input of planning elements, such as these examples,--to produce a continuing process of updated output,--places the potential of the computer world in focus as a vital management tool. With this capacity for storage, retrieval and statistical analysis as a backdrop, levels of management competence can reach new highs.

III--CONCLUSION

The computer industry is described as one of the most significant industries in its impact in the American economy. With more than $15 billion worth of computers now in use, it is expected that by 1972 it will be at least double this figure. In the next ten years, it no doubt will prove to be a second industrial revolution.

Old ways of doing all sorts of things are being scrapped around the globe as computers take over; from computerized self-service airline ticket dispensers to counter top kitchen models for the housewife. To quote Robert S. McNamara--"A computer does not substitute for judgment any more than a pencil substitutes for literacy. But writing ability without a pencil is not a particular advantage."

"Looking beyond today" at new vistas of educational opportunities emerging in the computer wake, are limitless pioneering areas. Coordinated planning and comprehensive decision-making possibilities need to be explored by everyone in the "learning industry."

At the present time, a variety of VTAE Projects--to be implemented through computer capacity--are in development stages in Pinellas County.

1. On-line capacity to expand service for students and employers in a job-bank for matching student data with information on job openings and requirements. The federal model states program is geared to implement job-matching.
2. A data base with continual updating to facilitate program design and evaluation to meet changing job needs.
3. Standardizing the format and procedures for both internal operating functions and reporting at multi-county, as well as state and national levels.
4. "Input-output analysis"--the "econometrics" of forecasting by data-gathering to determine trends and pinpoint effects on program planning.
5. And the multitude of so called "business housekeeping" jobs of records and controls on enrollments, programs, students, staff, plants, equipment, budgeting, etc.

In our dual roles as educators and business administrators, we must lead the way in correlating the "best of these two worlds." Innovation, creativity, and dedication to proficiency leave no room for "on-the-job retirees" in shaping the future of our field.

The era of data processing--computer programming capacity as a symbol of the high water mark of management prestige, is a pitfall of yesterday. Realistic expectations addressed to the specifics of current and emerging VTAE service needs require thorough understanding accompanied by a dynamic approach. Tomorrow's successes will be accomplished by effective application of today's opportunities to master "computer assisted" management.

So let's "get with it now." We're already running late. The "mission impossible" attitude of skeptics who herald computerized expectations as unrealistic are defensive strategies resulting from behavioral anxieties associated with resistance to change. Such attitudes have no place in vocational education where "future orientation" and change must be fundamental to all progress. The lowest level of managerial effectiveness is a working environment that merely maintains the existing state of affairs.

Accordingly, we need to "get behind the wheel and drive" with sound, objective planning--the vital factor in successful administration. The "job factor" for each of us in tomorrow's job will be determined by planning enterprises.

"Management by exception," operating in virtual isolation--with decisions more by accident than design--must be a thing of the past.

The life blood of effective planning is accurate, current, relevant facts. The search for facts has created paper proliferation to flood-stage level. At times, this profusion seems even to be by design rather than through evolution resulting from nonplanning.

As we begin this new decade, the wondrous mystique of the computer era is maturing to the reality of harnessing the computer to serve as an "information machine" and "management tool." Hopefully, we have graduated from the worshipful stage where "happiness is--a 360, 1410 or 200"--when computers occupied shrine-line accommodations--a veritable temple, arrayed in air conditioned, sound proof and almost people-proof splendor; where the masters of the occult, speaking in unknown tongues, came bearing offerings of data cards and returned with the holy writ,--the print out.

At times, we have been in danger of falling into the trap of generating more facts and figures than we could purposefully digest and use. Data for the sake of data, rather than data to enable us to do a better job. Perhaps we still need to be reminded that the computer is a marvelous means to an end--but must never be allowed to become an end in itself.

We must improve our input of management skill and executive leadership before we can expect any real improvement in the output of services rendered.

How bright the future will be in vocational education--will in no small part be dependent upon the effectiveness of our efforts in adapting computerized techniques. We will have to "try harder because we are second."

Thoreau once said that education makes a straight cut ditch out of a meandering stream. Let's get on with computerized ditchdigging!

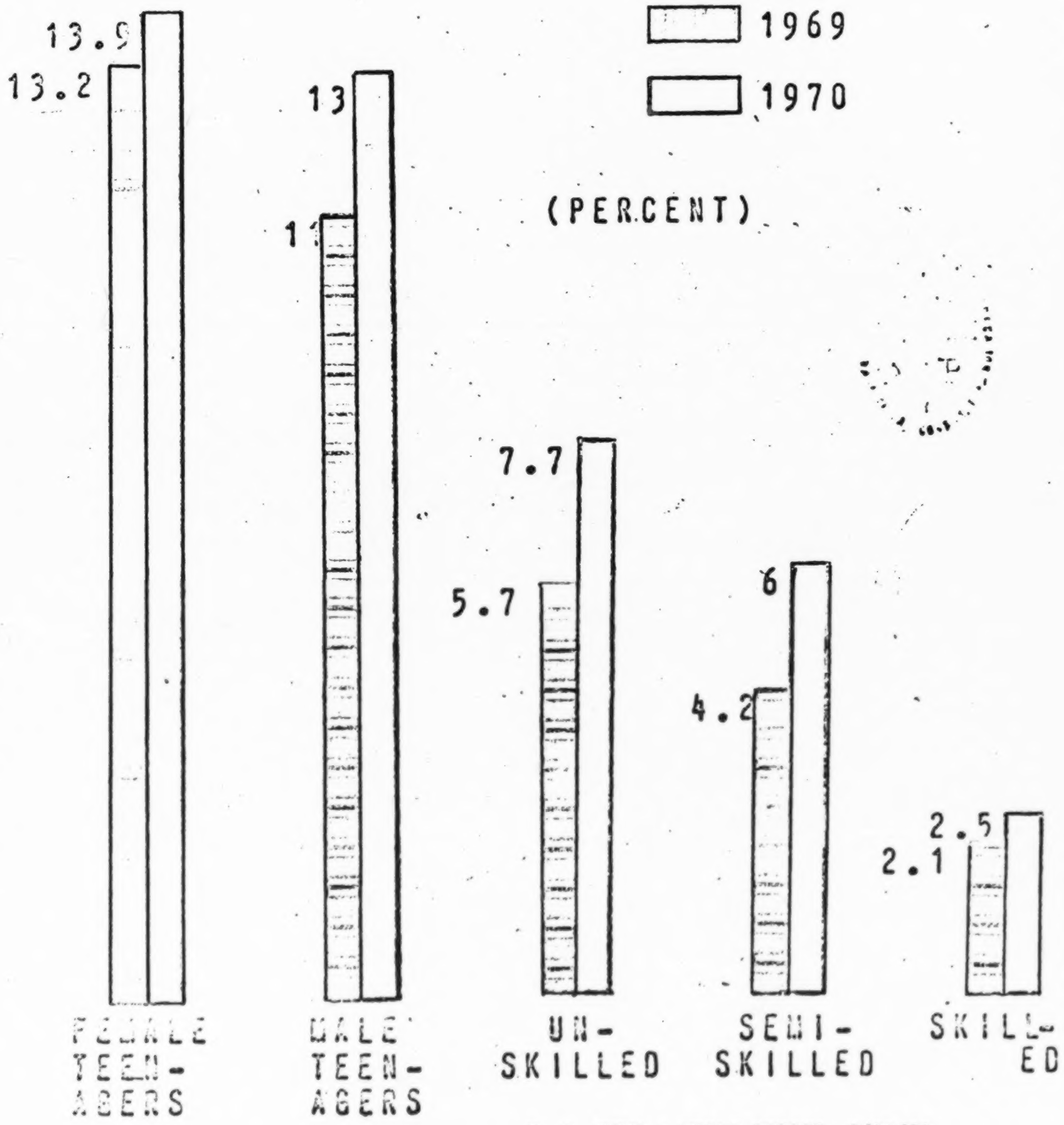
IMPLICATIONS FOR DATA PROCESSING IN DECISION-MAKING

Joe D. Mills

Slides to Accompany Speech

SET I

COMPARISON OF FEBRUARY 1969 & 1970
JOBLESS RATE

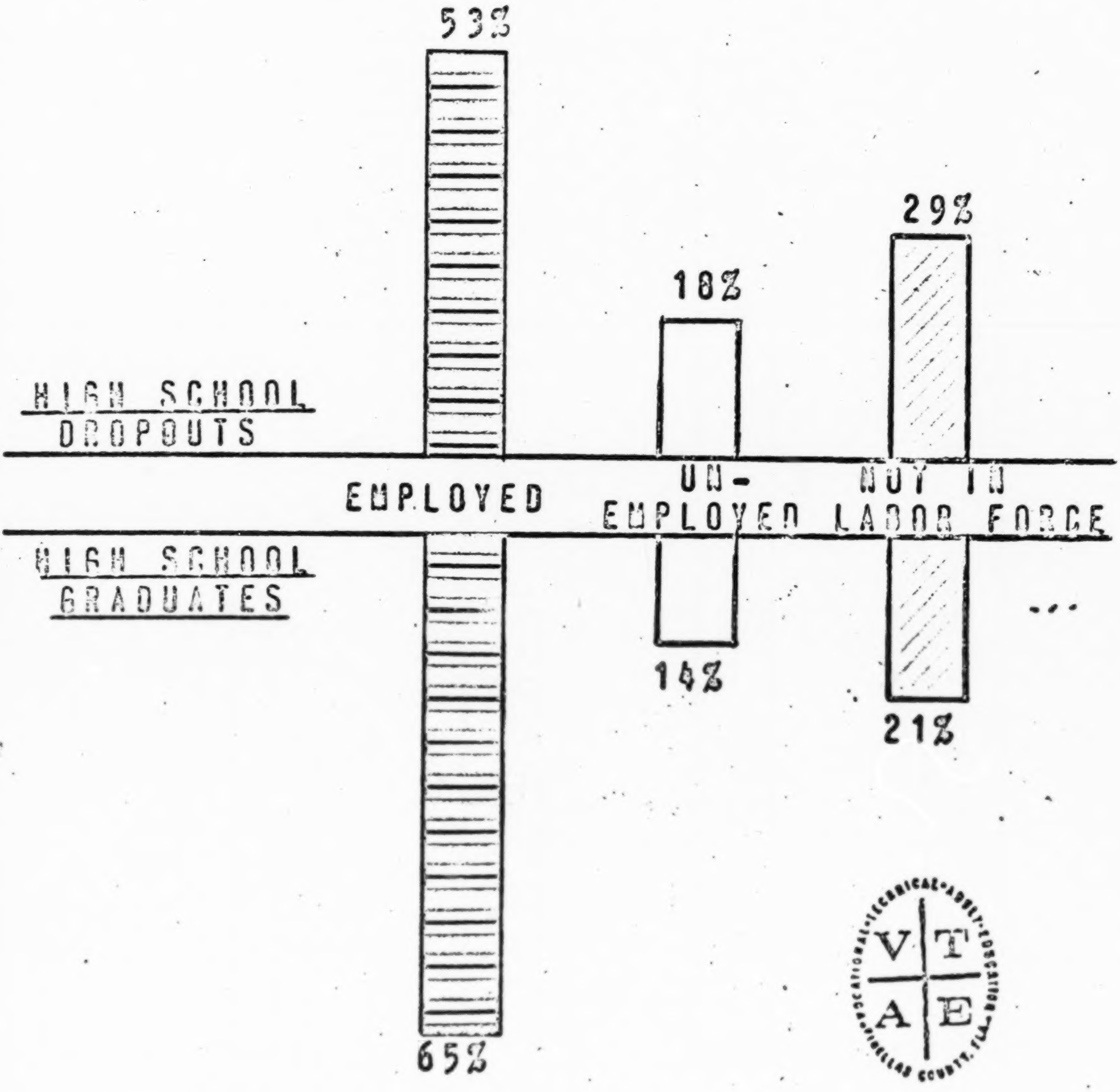


U. S. NEWS & WORLD REPORT 3/23/70

SLIDE ONE--JOBLESSNESS

OCT '66 SAMPLE OF 16 TO 24 YEAR OLDS*

EMPLOYMENT STATUS

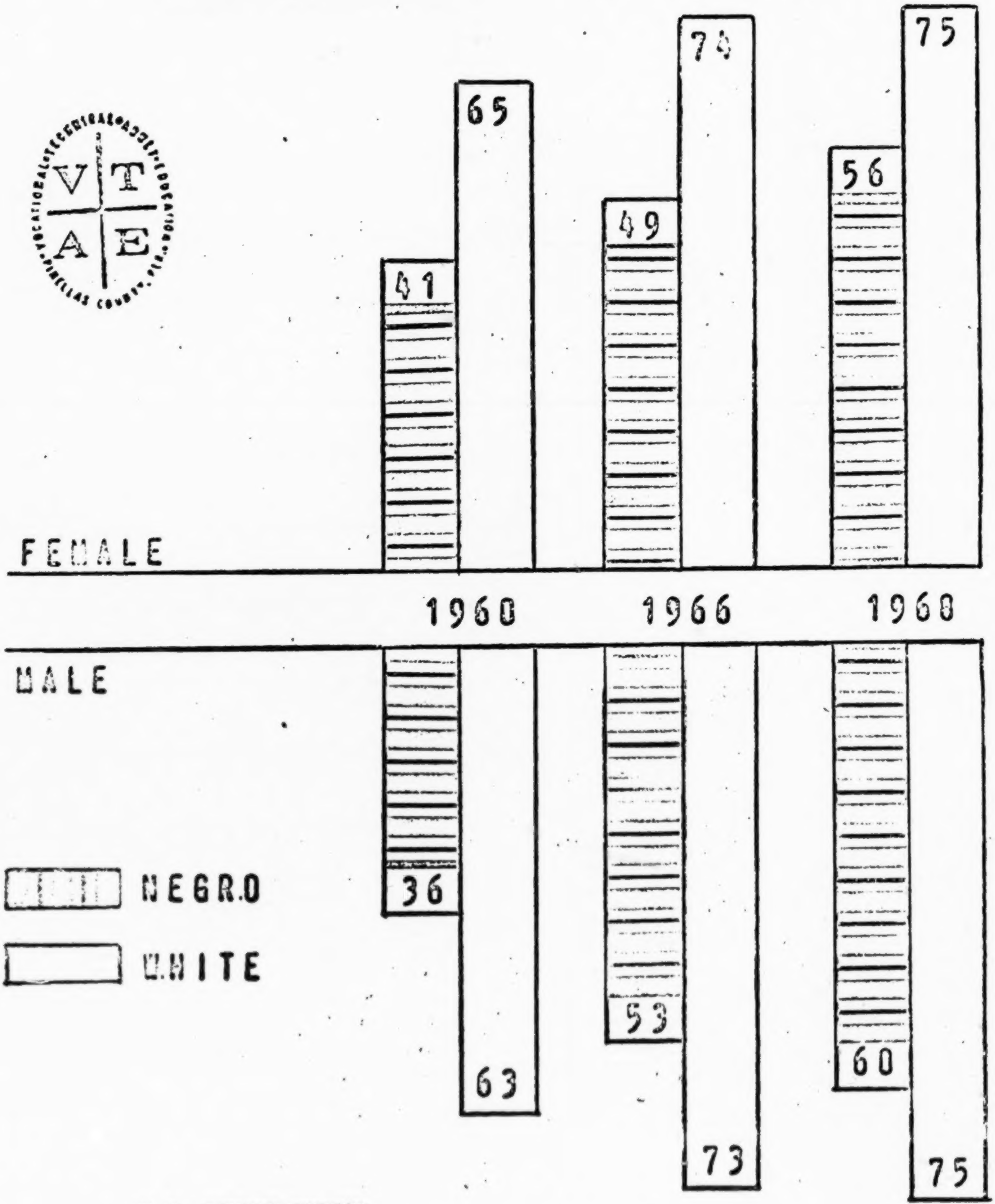


* NOT ENROLLED IN REGULAR SCHOOL PROGRAMS

1967 U.S. CENSUS BUREAU

SLIDE TWO--DROPOUTS

PERCENT COMPARISON OF NEGRO & WHITE MALE & FEMALES 25-29 YEARS WHO COMPLETED HIGH SCHOOL

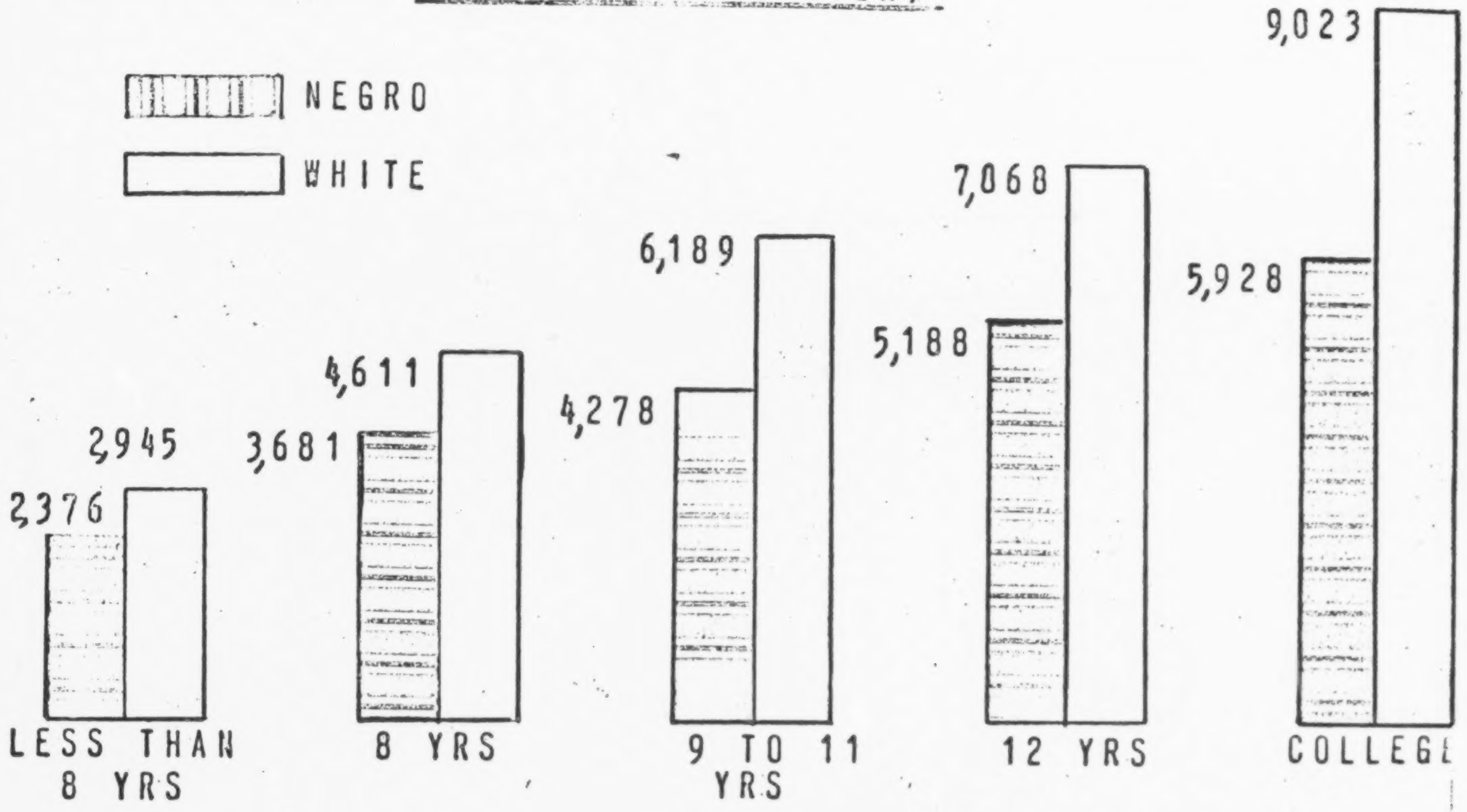


U.S. CENSUS BUREAU

SLIDE THREE

COMPARISON OF 1966 MEDIAN INCOME BY EDUCATIONAL LEVEL

(MEN 25 YRS & OVER)

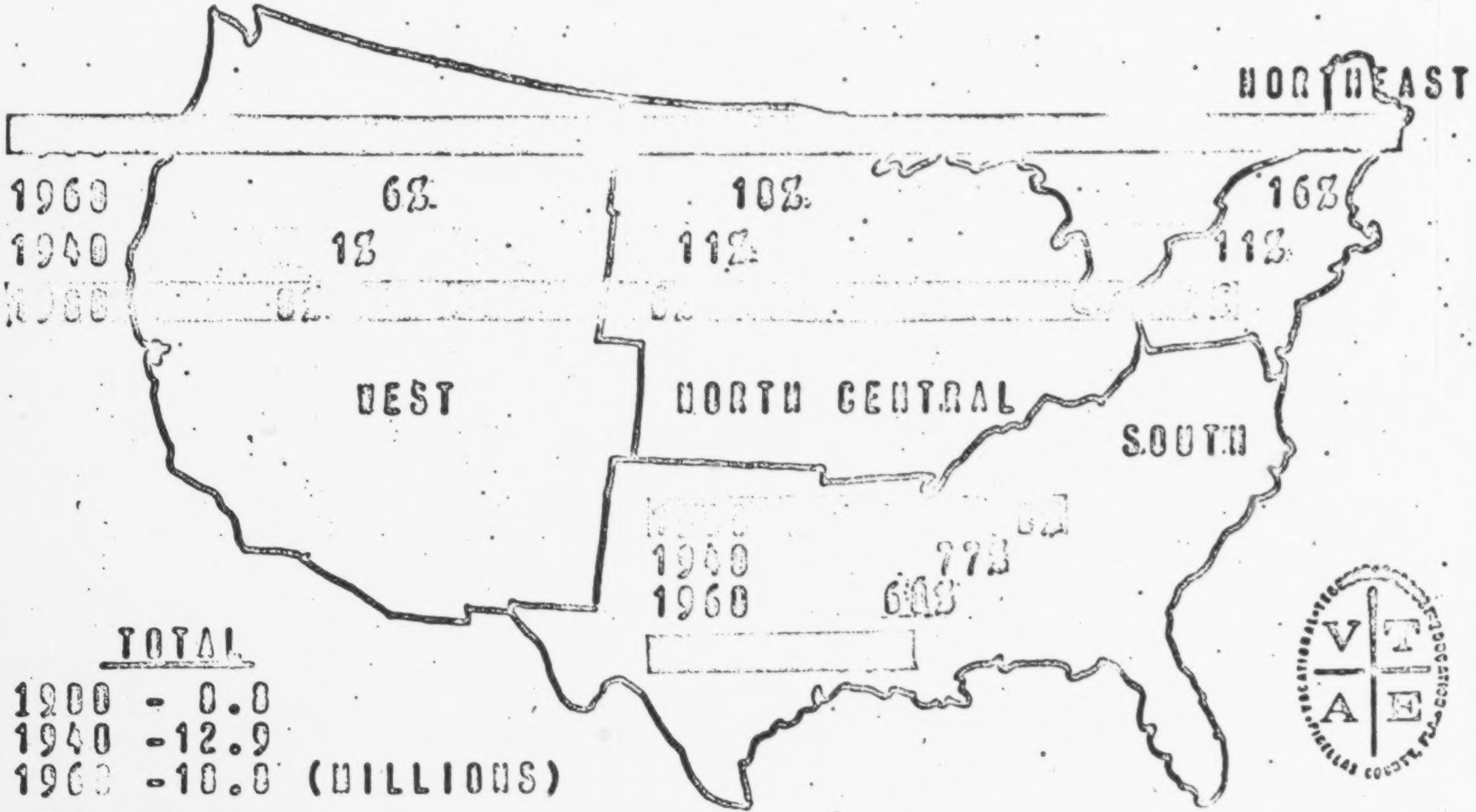


HIGHEST GRADE OF SCHOOL COMPLETED

U.S. BUREAU OF CENSUS

SLIDE FOUR

% DISTRIBUTION OF U.S. BLACK POPULATION BY REGION


NORTHEAST
1960 6% 10% 16%
1940 1% 11% 11%
1900 0%
WEST
NORTH CENTRAL
SOUTH
1940 77%
1960 60%

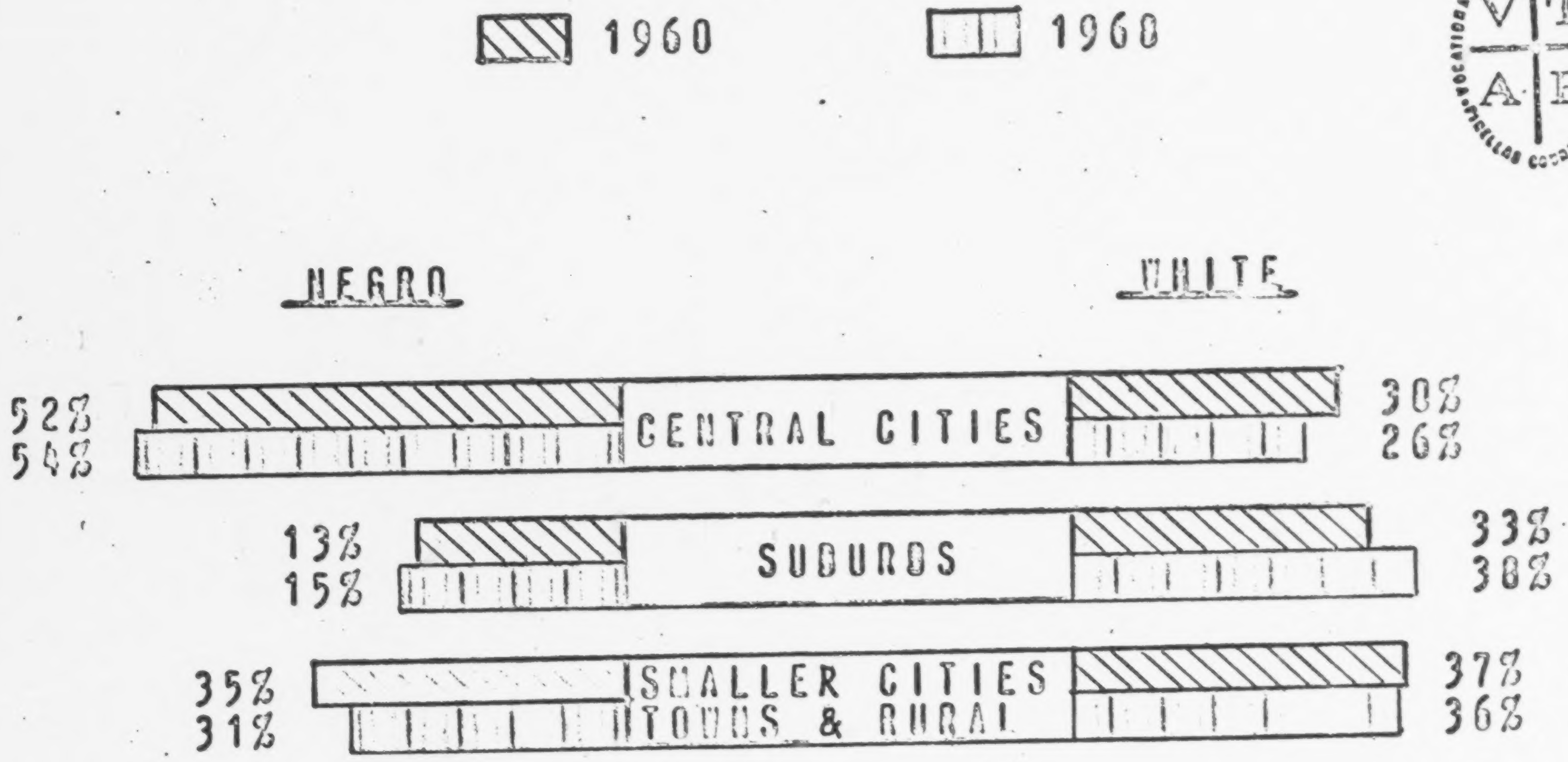
TOTAL

1900 - 0.0
1940 -12.9
1960 -10.0 (MILLIONS)
1960 -22.0
1900 -20.0° °PROJECTED
[illegible]

U.S. DEPARTMENT OF COMMERCE, BUREAU OF CENSUS

SLIDE FIVE

1960 AND 1960 POPULATION DISTRIBUTION



U.S. CENSUS BUREAU

CITIES ESTIMATED TO HAVE A NEGRO POPULATION OF 20% AND OVER IN 1965

WASHINGTON	66%
NEWARK	47%
ATLANTA	44%
NEW ORLEANS	41%
MEMPHIS	40%
BALTIMORE	38%
ST. LOUIS	36%
DETROIT	34%
CLEVELAND	34%
PHILADELPHIA	31%
CHICAGO	28%
CINCINNATI	24%
HOUSTON	23%
INDIANAPOLIS	23%
KANSAS CITY	22%
DALLAS	21%
PITTSBURGH	20%

U.S. Bureau of Census

SLIDE SEVEN

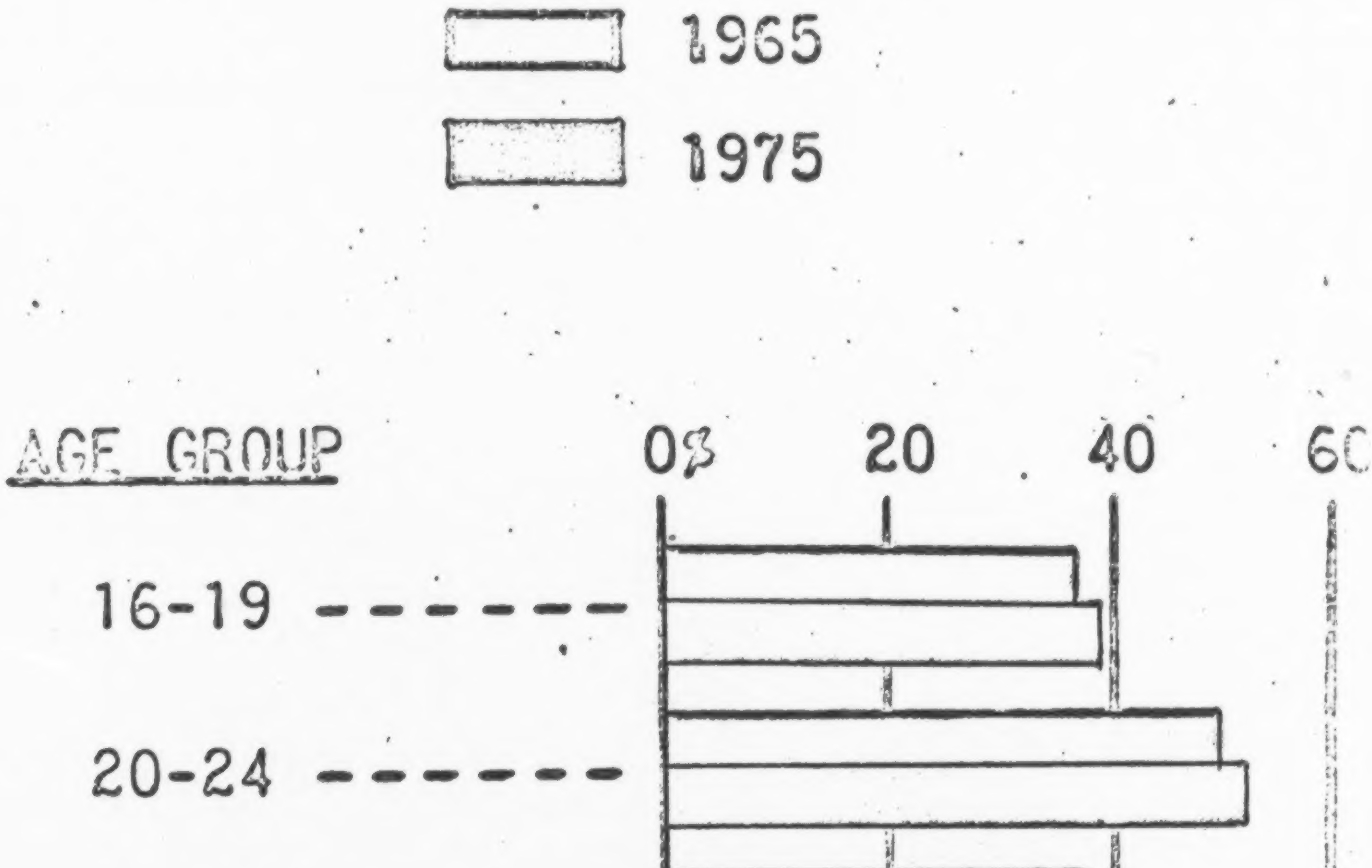
FEB. 1963 PUBLIC SCHOOL ENROLLMENT IN SPECIAL EDUCATION - 1,570,370

SPEECH IMPAIRED	802,197
MENTALLY RETARDED	393,237
GIFTED	214,671
CRIPPLED, ETC.	64,042
EMOT. AND SOC. MALADJUSTED	51,157
DEAF AND HARD OF HEARING	28,551
VISUALLY HANDICAPPED	13,962
OTHER	1,753

1967 U.S. Census Bureau

SLIDE EIGHT

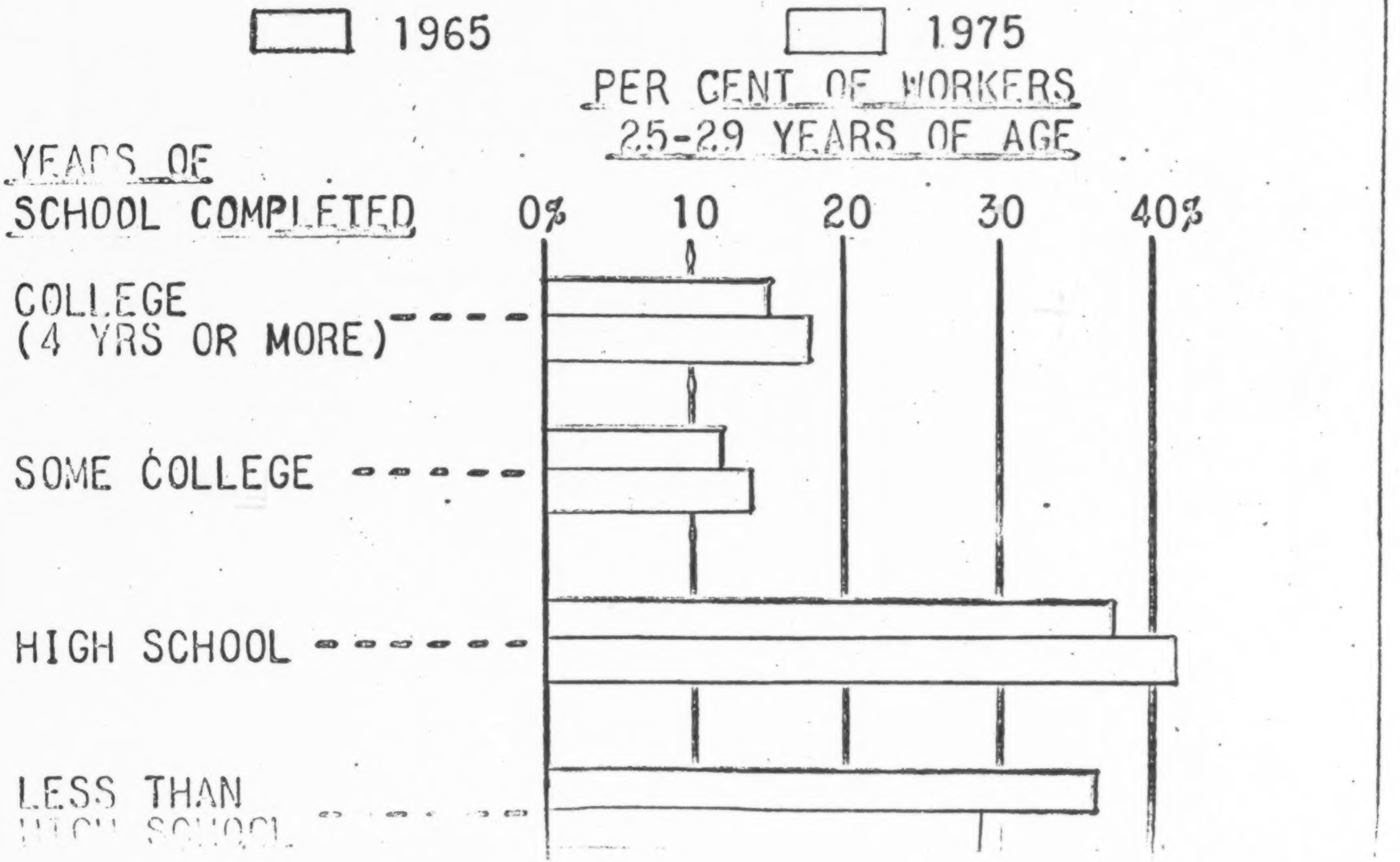
NATIONAL LABOR FORCE PARTICIPATION RATE OF WOMEN: 1965 & 1975 PROJECTIONS



BUREAU OF LABOR STATISTICS

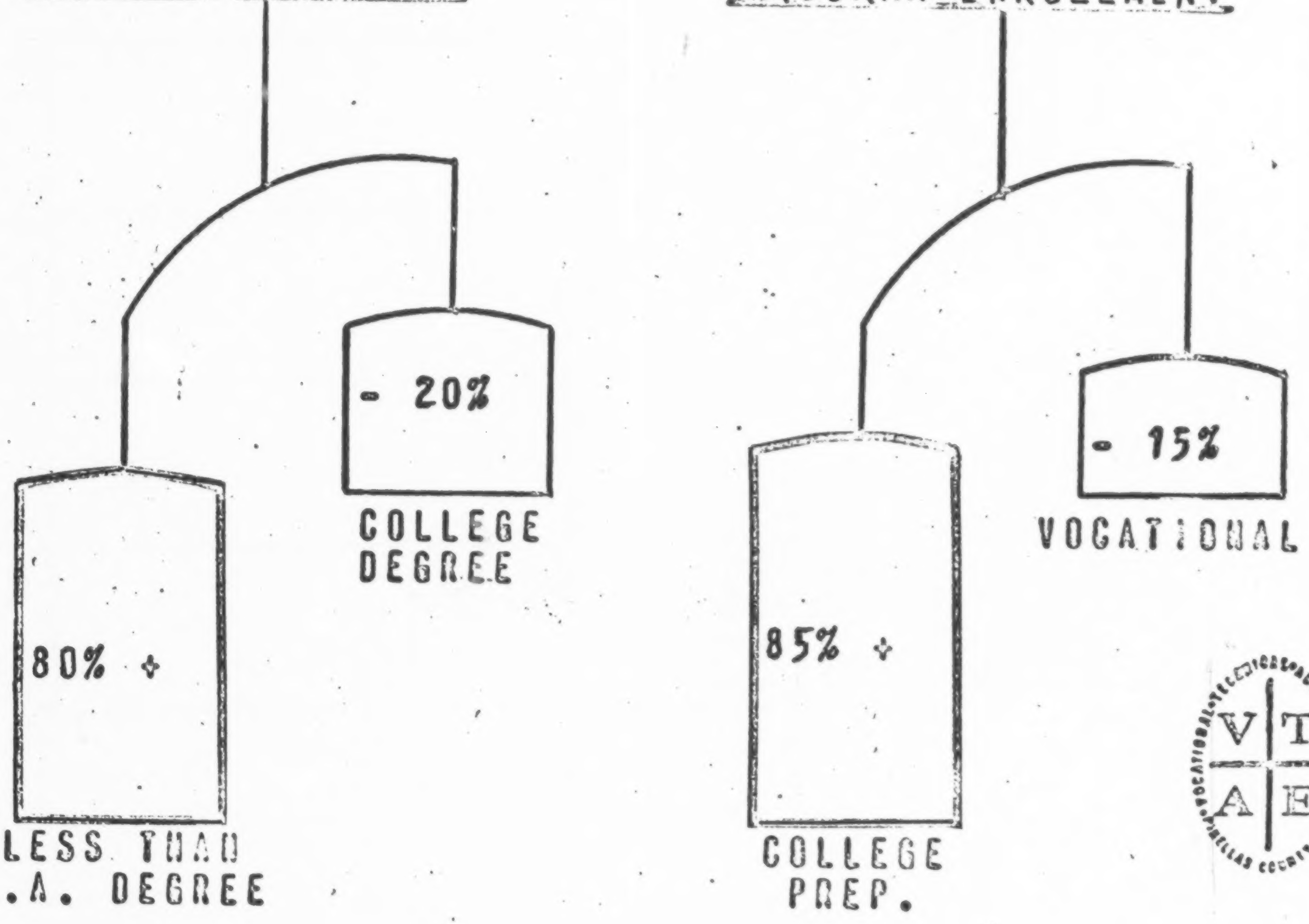
SLIDE NINE

NATIONAL COMPARISON OF WORKERS EDUCATION; 1965 & PROJECTED 1975



SLIDE TEN

CURRENT PROBLEM OF HIGH SCHOOL PROGRAM FOCUS



JOB REQUIREMENTS

80% +

LESS THAN
B.A. DEGREE

- 20%

COLLEGE
DEGREE

HIGH SCHOOL
PROGRAM ENROLLMENT

85% +

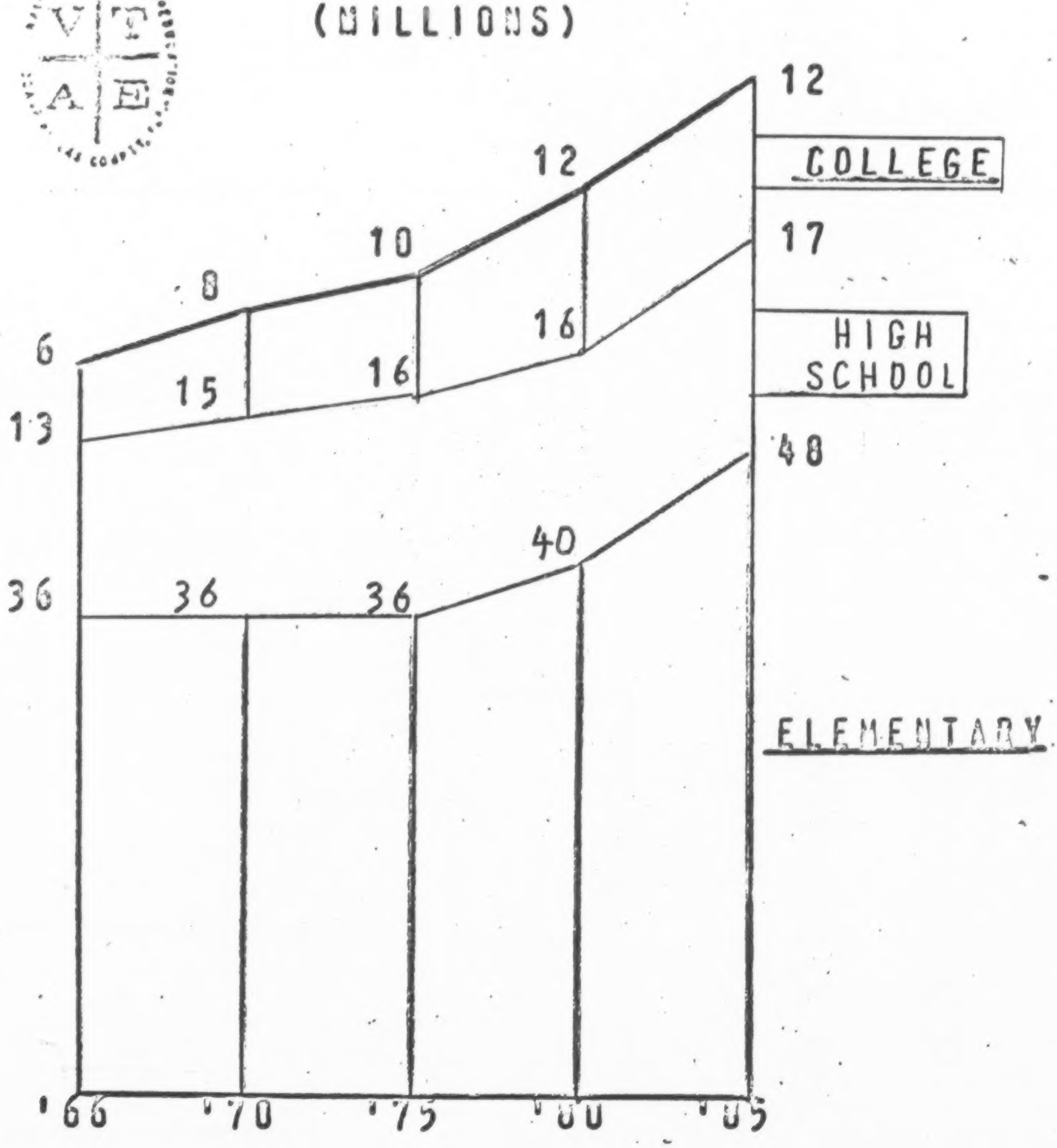
COLLEGE
PREP.

- 15%

VOCATIONAL

SLIDE ELEVEN

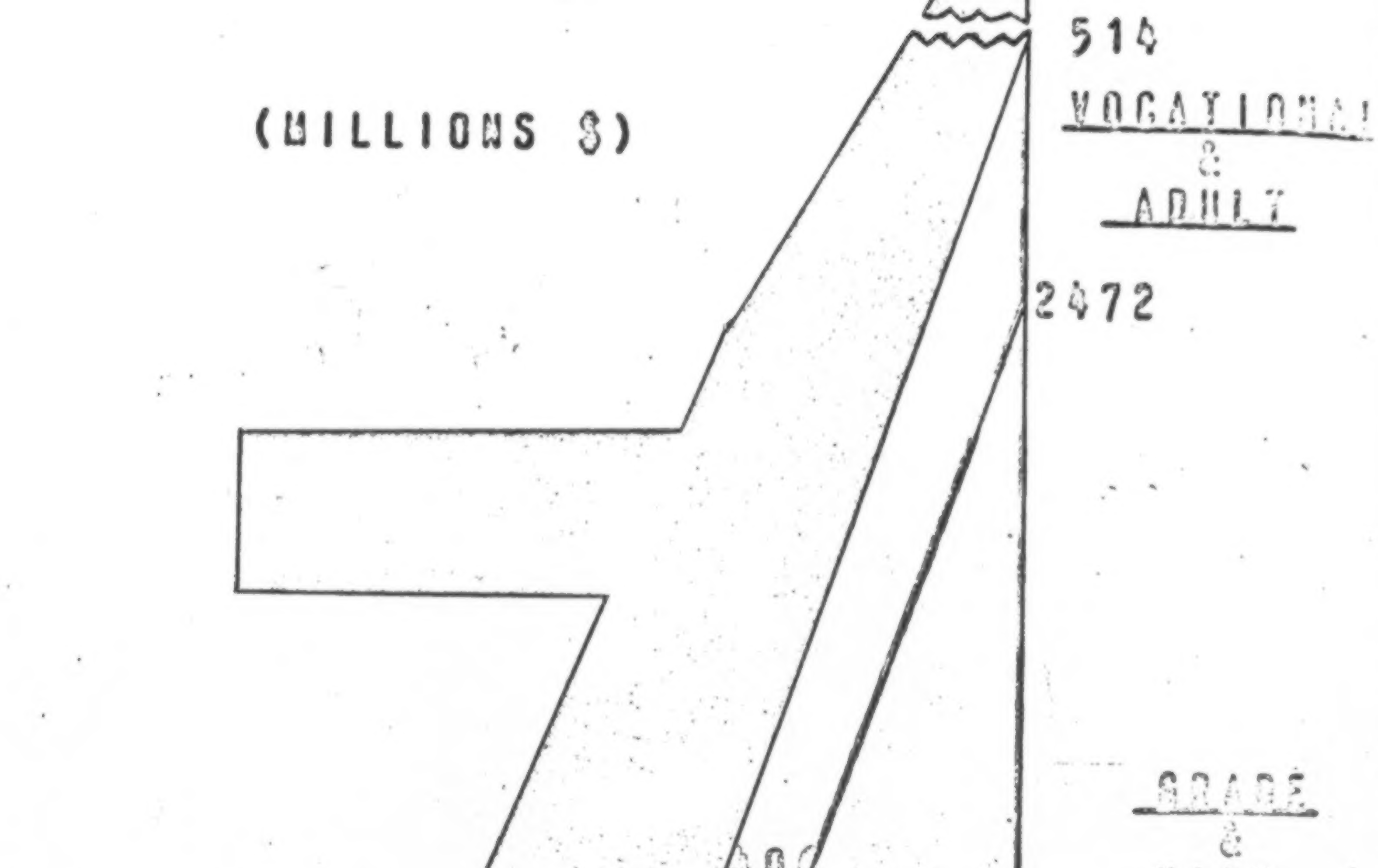
PROJECTION OF NATIONAL PUBLIC & PRIVATE SCHOOL ENROLLMENT



1967 U.S. STATISTICAL ABSTRACT, BUREAU OF CENSUS

SLIDE TWELVE

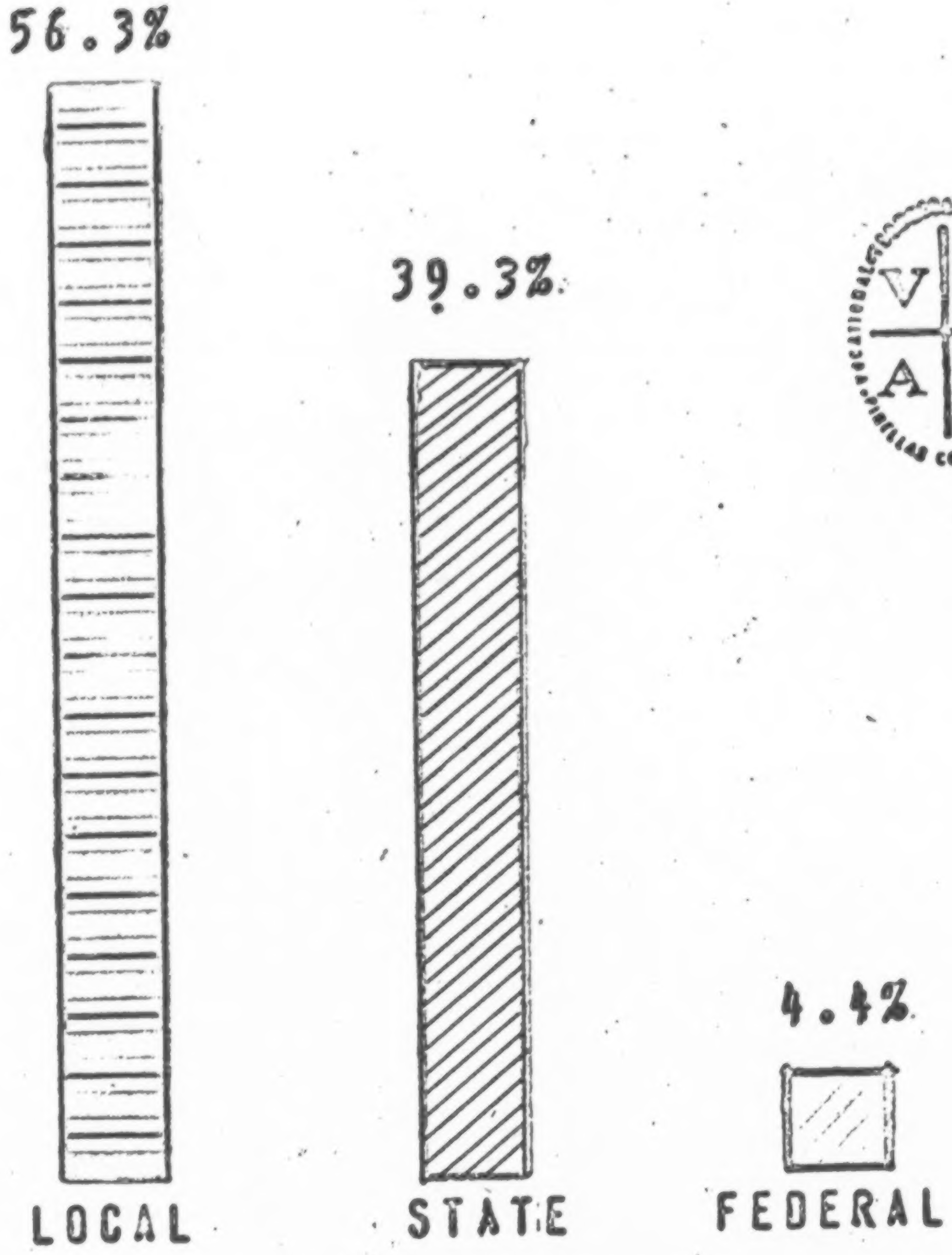
FEDERAL AID FOR SCHOOLS AND COLLEGES



U.S. NEWS 1/26/70

SLIDE THIRTEEN

PUBLIC ELEMENTARY & SECONDARY SCHOOL REVENUE SOURCES 1964



STATISTICAL ABSTRACT OF THE UNITED STATES 1967

SLIDE FOURTEEN

SET II

ADMINISTRATIVE MANAGEMENT

Planning & Evaluation

Decision Making

Staff Development

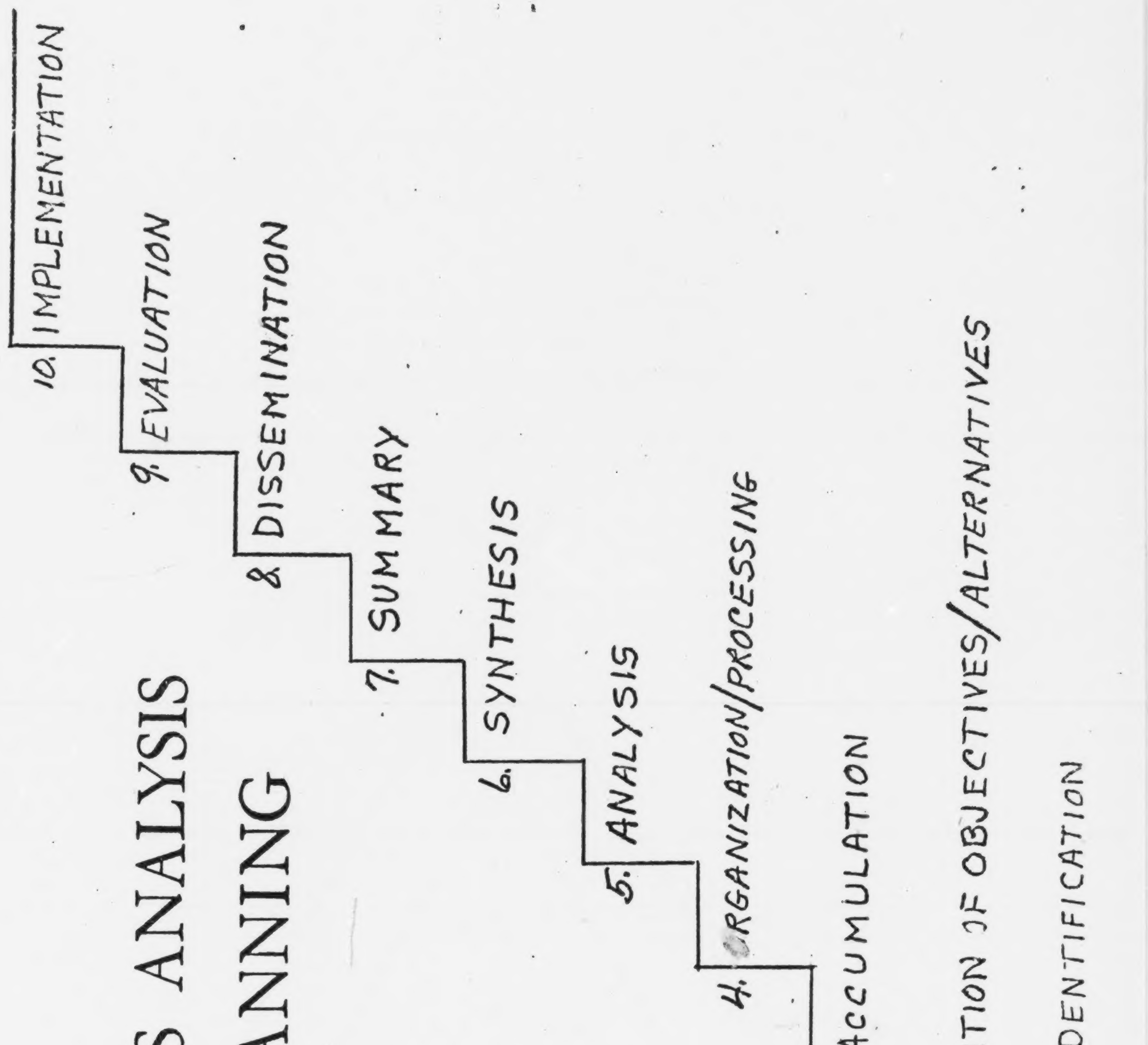
Communications

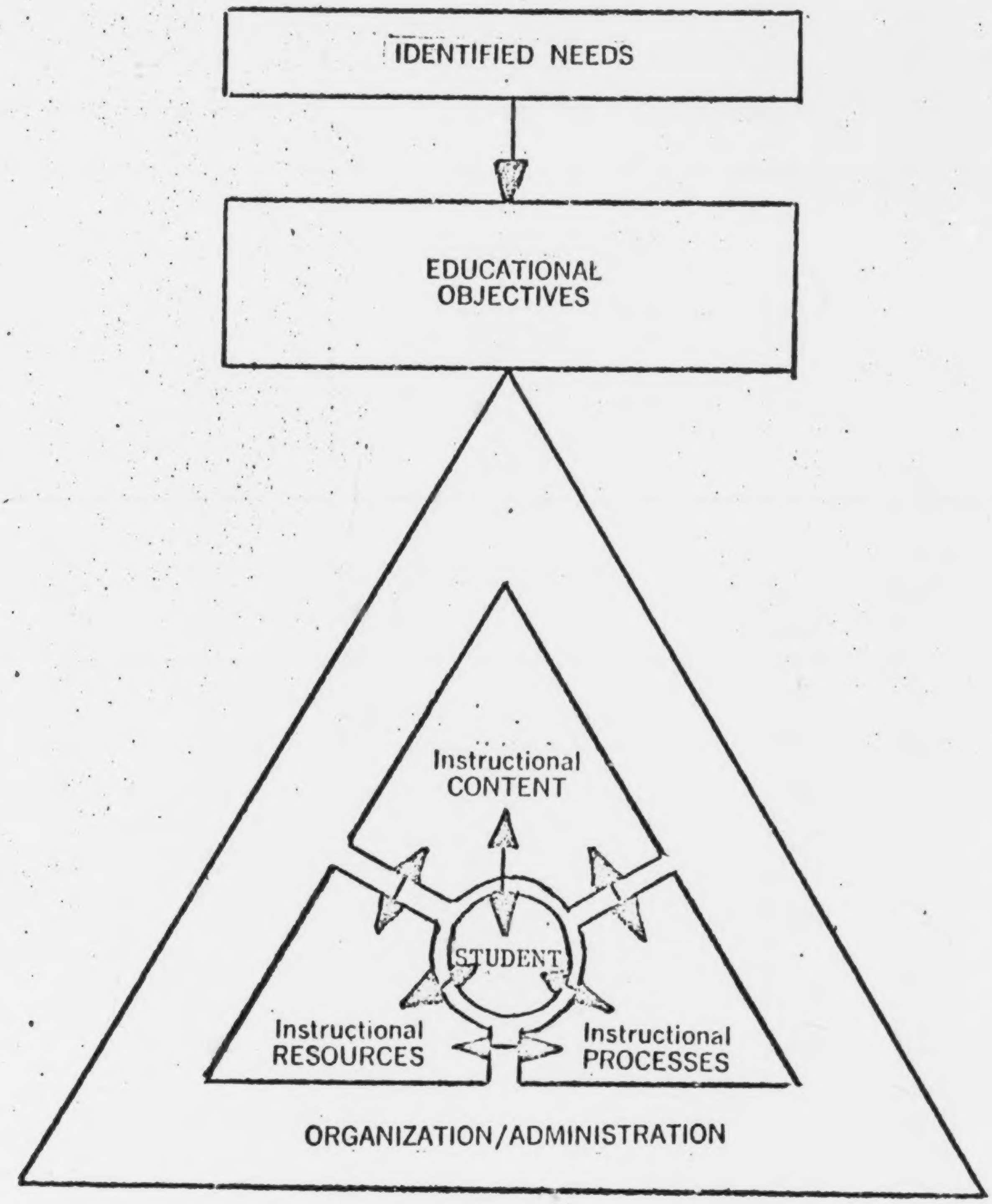
Reports

Retrieval

BASIC MANAGEMENT RESPONSIBILITIES

SYSTEMS ANALYSIS PLANNING


1. PROBLEM IDENTIFICATION
2. DEFINITION OF OBJECTIVES/ALTERNATIVES
3. ACCUMULATION
4. ORGANIZATION/PROCESSING
5. ANALYSIS
6. SYNTHESIS
7. SUMMARY
8. DISSEMINATION
9. EVALUATION
10. IMPLEMENTATION


IDENTIFIED NEEDS
EDUCATIONAL OBJECTIVES
Instructional CONTENT
STUDENT
Instructional RESOURCES
Instructional PROCESSES
ORGANIZATION/ADMINISTRATION

BASIC MANAGEMENT RESPONSIBILITIES

DEFINING GOALS

1. WHAT IS THE FOCUS OF THINKING?

CURRENT PROGRAMS IMMEDIATE NEEDS TODAY'S PROBLEMS	OPPORTUNITIES POTENTIALS PRIORITIES

2. WHAT NEEDS ARE IDENTIFIED?

CURRENT PROBLEMS TO BE SOLVED	NEW OPPORTUNITIES TO BE EXPLOITED

3. WHAT IS THE PURPOSE OF PROPOSED PLANS?

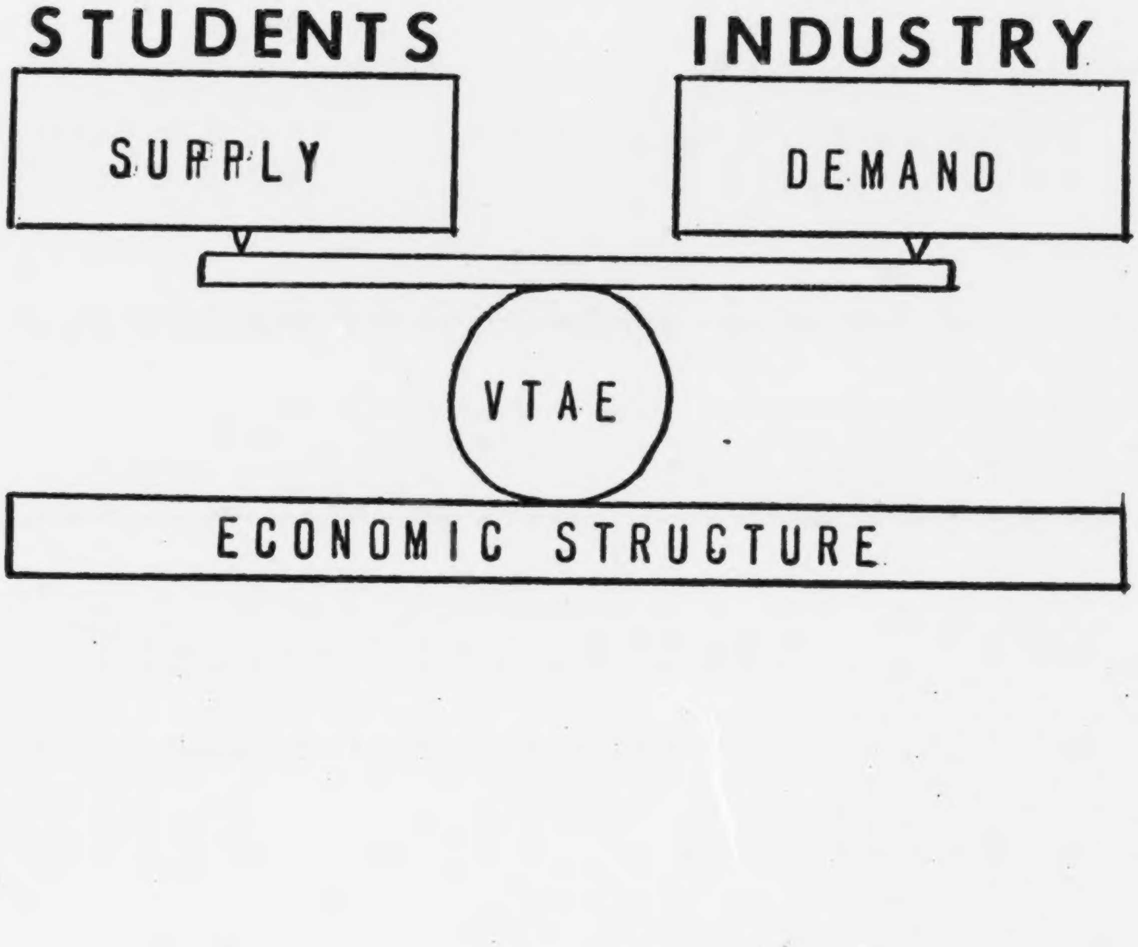
PRESERVE THE STATUS QUO	INITIATE INNOVATION

4. WHAT PARAMETERS ARE IMPOSED?

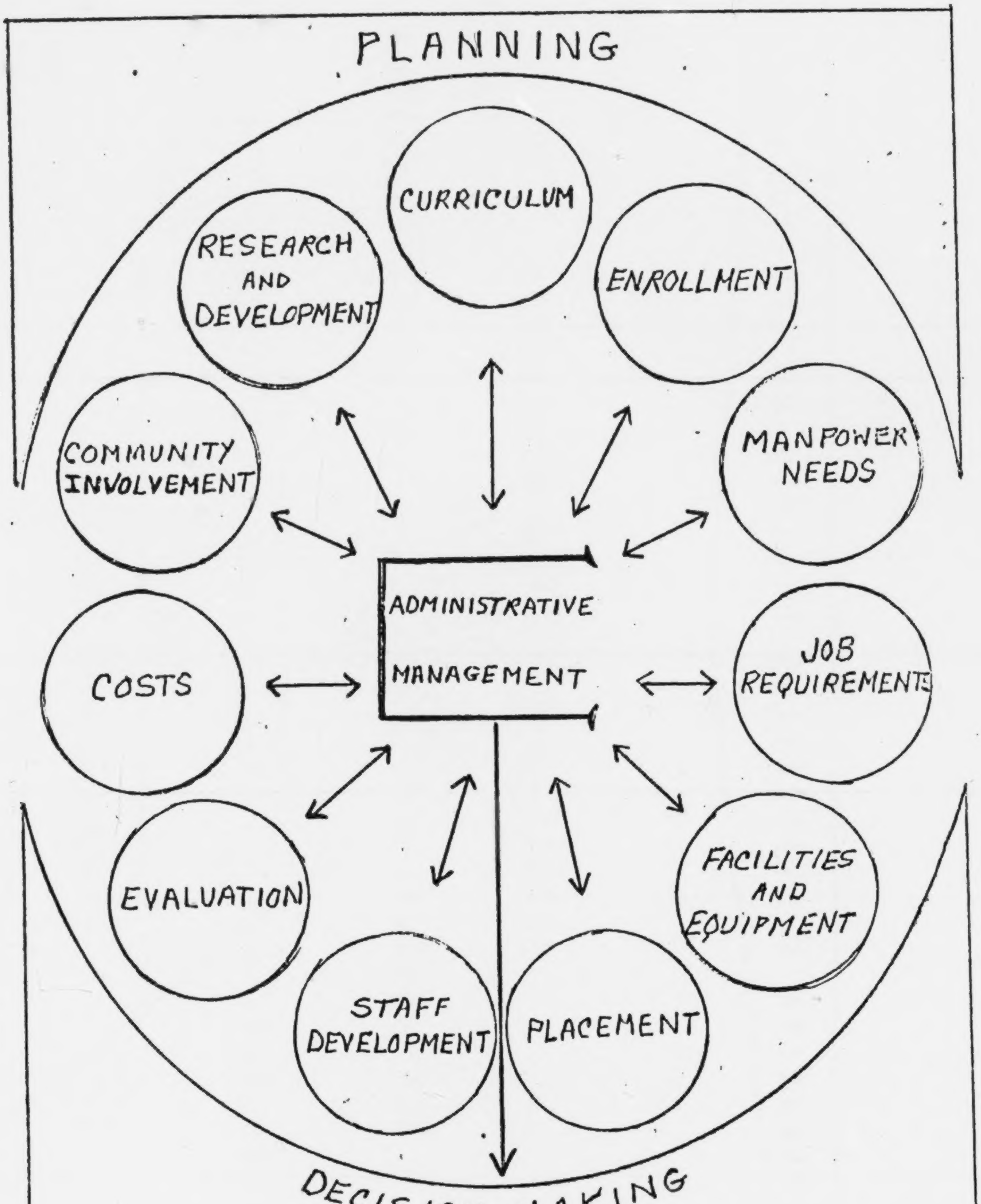
MAXIMUM CONSTRAINTS	MINIMUM CONSTRAINTS

5. WHAT IS TIMING?

IMMEDIATE	LONG-RANGE

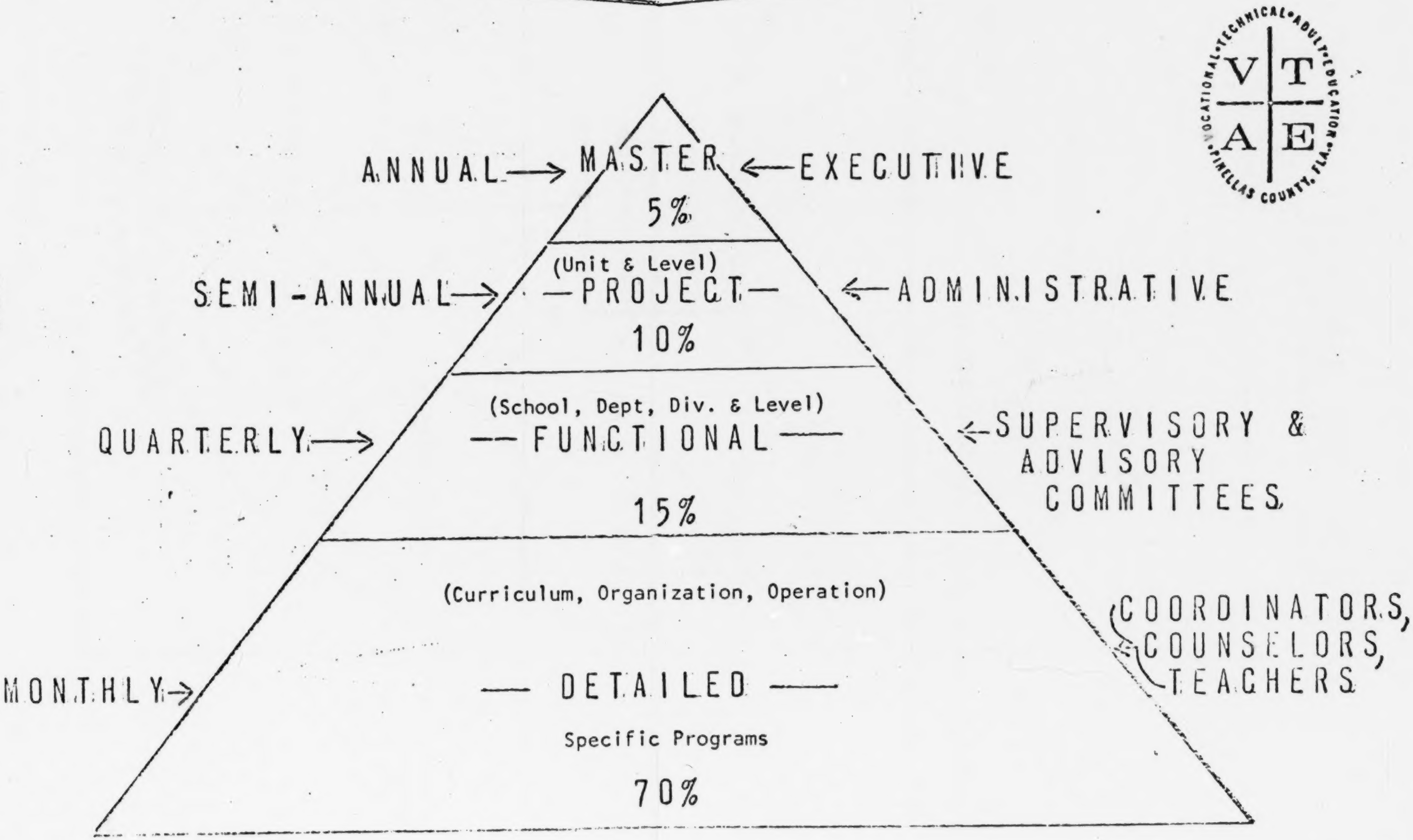

STUDENTS
INDUSTRY
SUPPLY
DEMAND
VTAE
ECONOMIC STRUCTURE

VTAE PLANNING FACTORS


PLANNING
CURRICULUM
RESEARCH AND DEVELOPMENT
ENROLLMENT
COMMUNITY INVOLVEMENT
MANPOWER NEEDS
ADMINISTRATIVE MANAGEMENT
COSTS
JOB REQUIREMENTS
EVALUATION
FACILITIES AND EQUIPMENT
STAFF DEVELOPMENT
PLACEMENT
DECISION MAKING

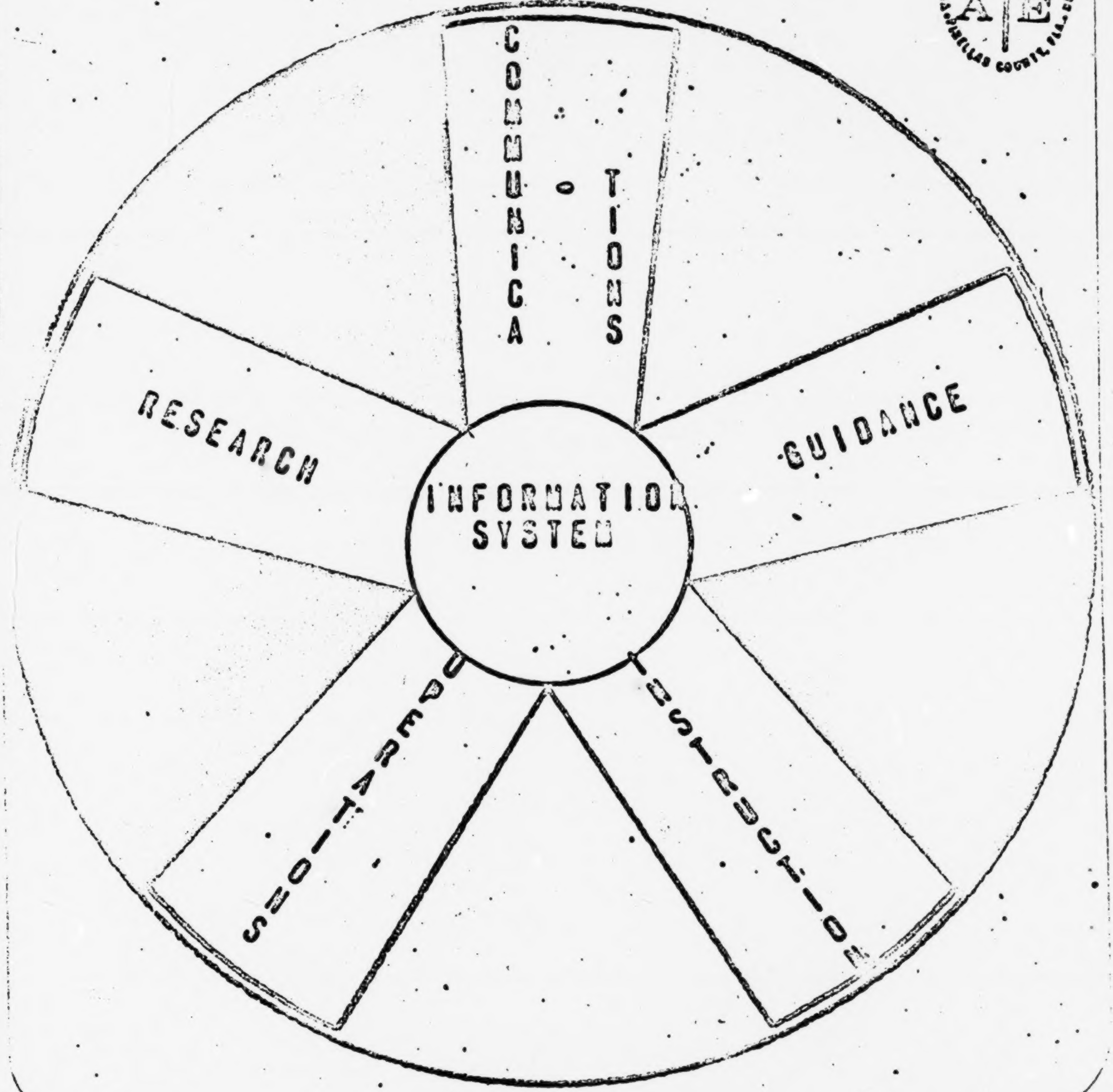
BASIC MANAGEMENT RESPONSIBILITIES

V.T.A.E PLANNING & EVALUATION PYRAMID OF RESPONSIBILITIES


VOCATIONAL·TECHNICAL·ADULT·EDUCATION·PINELLAS COUNTY, FLA.
V T A E
ANNUAL →
MASTER
5%
← EXECUTIVE
SEMI-ANNUAL →
(Unit & Level)
— PROJECT —
10%
← ADMINISTRATIVE
QUARTERLY →
(School, Dept, Div. & Level)
— FUNCTIONAL —
15%
← SUPERVISORY & ADVISORY COMMITTEES
(Curriculum, Organization, Operation)
MONTHLY →
— DETAILED —
Specific Programs
70%
COORDINATORS, COUNSELORS, TEACHERS

SET III

INTERRELATIONSHIPS IN EDUCATIONAL ADMINISTRATIVE MANAGEMENT


COMMUNICA-TIONS
RESEARCH
GUIDANCE
INFORMATION SYSTEM
OPERATIONS
INSTRUCTION

INFORMATION SYSTEM AS A MANAGEMENT TOOL

INSTRUCTION

Computer- Assisted Instruction (CAI)

- Individualized Instruction
- Drill & Practice
- Tests
- Tutoring
- Gaming
- Banks

Teaching the Computer Sciences

- Orientation
- Job Training

Curriculum

- Development & Modification
- Evaluation

Staff Development

- Teaching
- Preparation for Supervision-Administration

Retrieval

GUIDANCE

Tests

Career Exploration & Choice

Student Placement Follow - Up

Staff Development

Retrieval

OPERATIONS

Students

Staff

Reports

Programs

Facilities & Equipment

Financing

Scheduling

Surveys

Retrieval

INFORMATION SYSTEM AS A MANAGEMENT TOOL

COMMUNICATIONS

Educational Interaction

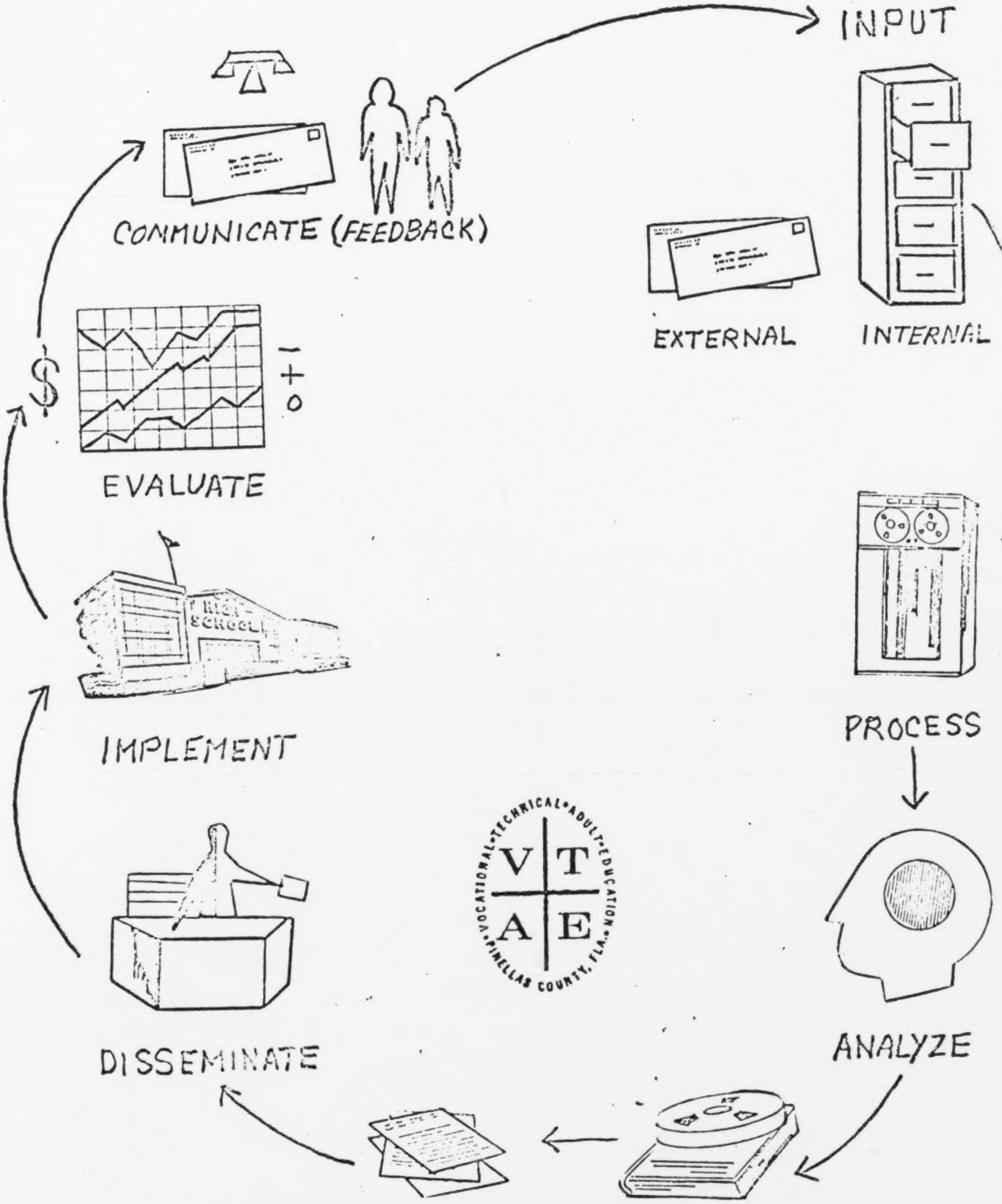
- Internal Coordination
- Community Involvement
- Public Relations

Response to Needs

- Placement
- Changing Patterns
- Evaluation

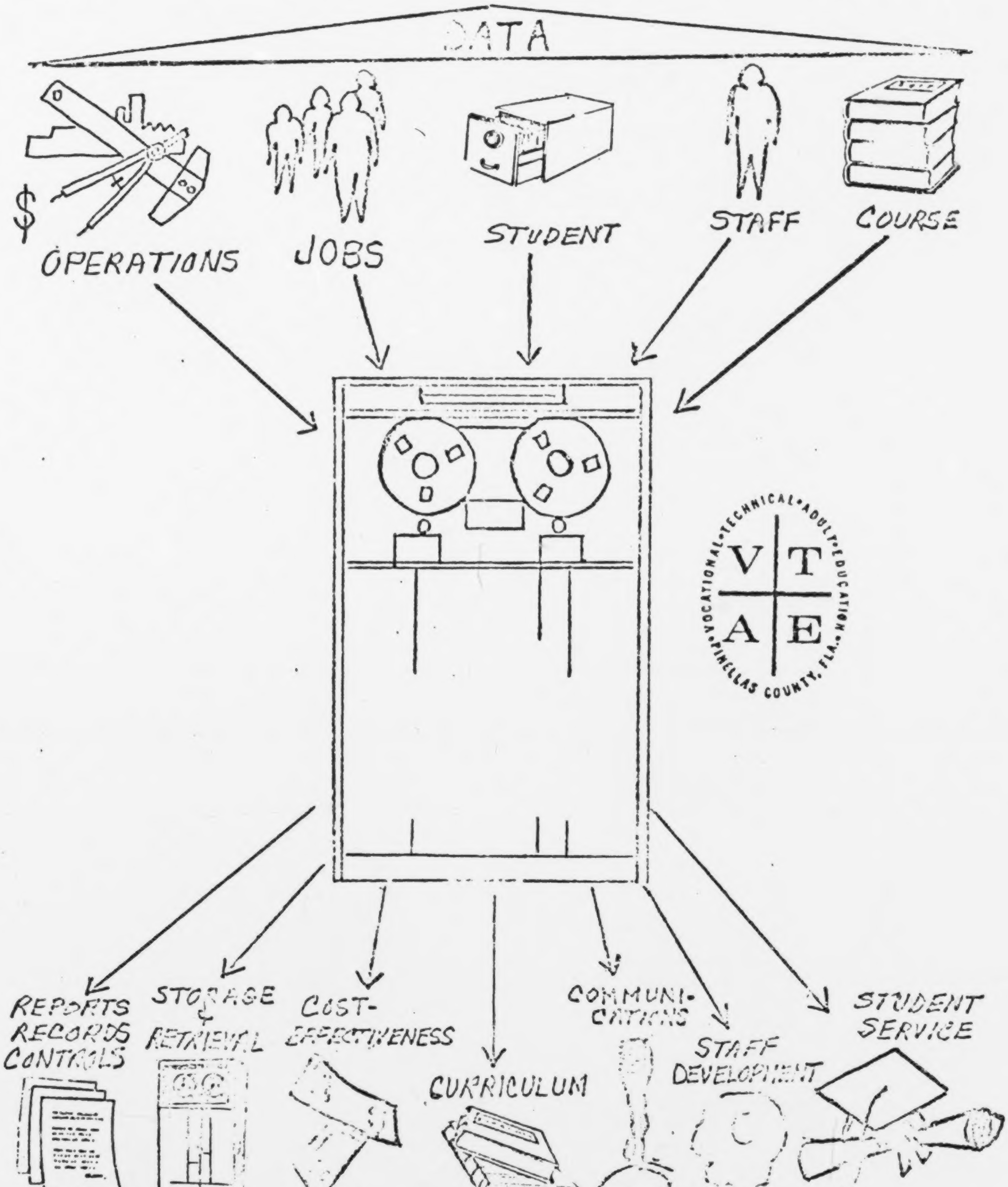
Retrieval

PLANNING CYCLE


INPUT
EXTERNAL
INTERNAL
PROCESS
ANALYZE
SYNTHESIZE
SUMMARIZE
DISSEMINATE
HIGH SCHOOL
IMPLEMENT
$
EVALUATE
COMMUNICATE (FEEDBACK)
VOCATIONAL•TECHNICAL•ADULT•EDUCATION•PINELLAS COUNTY, FLA.
V T A E

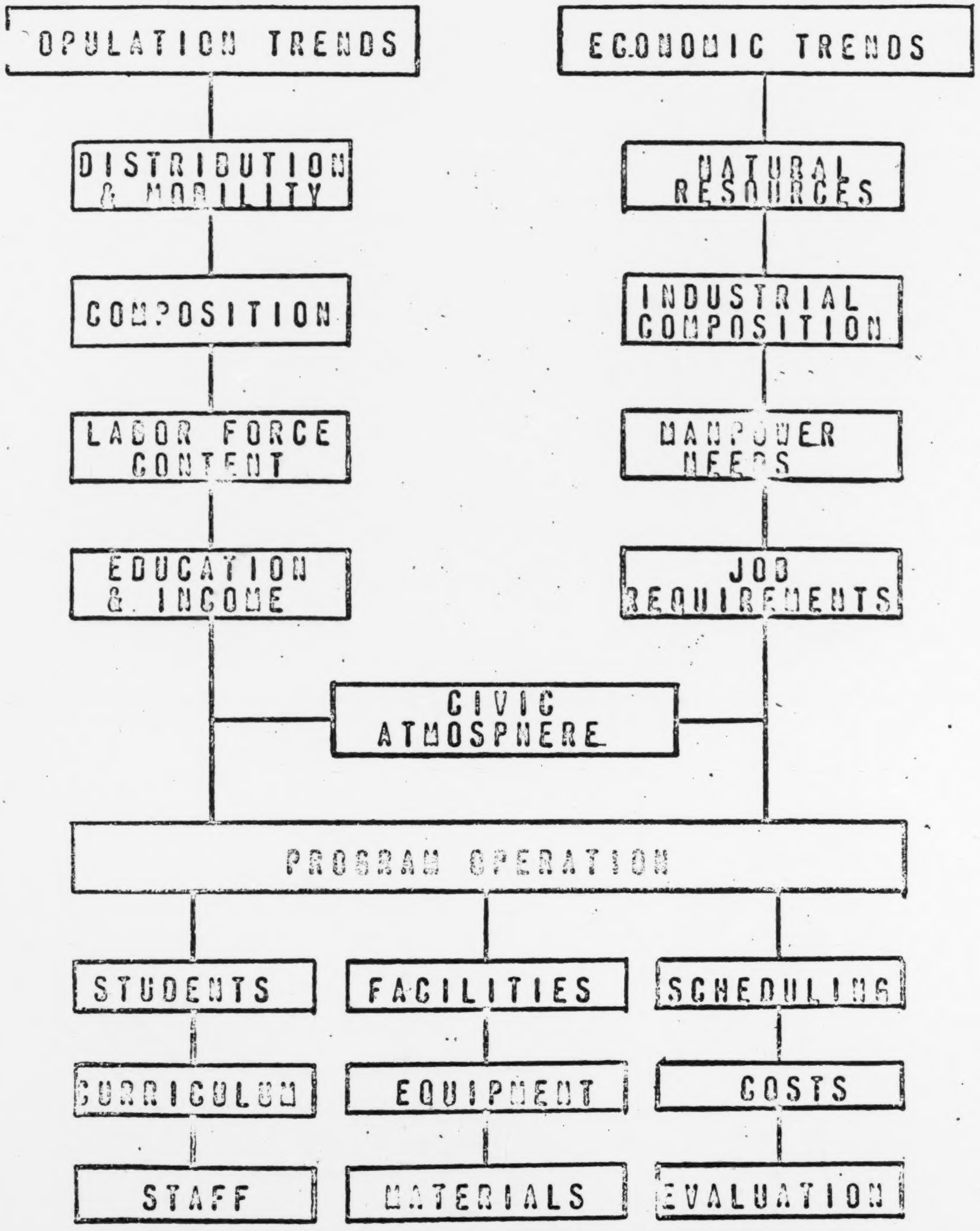
INFORMATION SYSTEM AS A MANAGEMENT TOOL

INFORMATION FLOW


DATA
$
OPERATIONS
JOBS
STUDENT
STAFF
COURSE
VOCATIONAL·TECHNICAL·ADULT·EDUCATION·PINELLAS COUNTY, FLA.
V T A E
REPORTS RECORDS CONTROLS
STORAGE & RETRIEVAL
COST-EFFECTIVENESS
CURRICULUM
COMMUNICATIONS
STAFF DEVELOPMENT
STUDENT SERVICE
PLANNING
HUMAN RESOURCE DEVELOPMENT

INFORMATION SYSTEM AS A MANAGEMENT TOOL

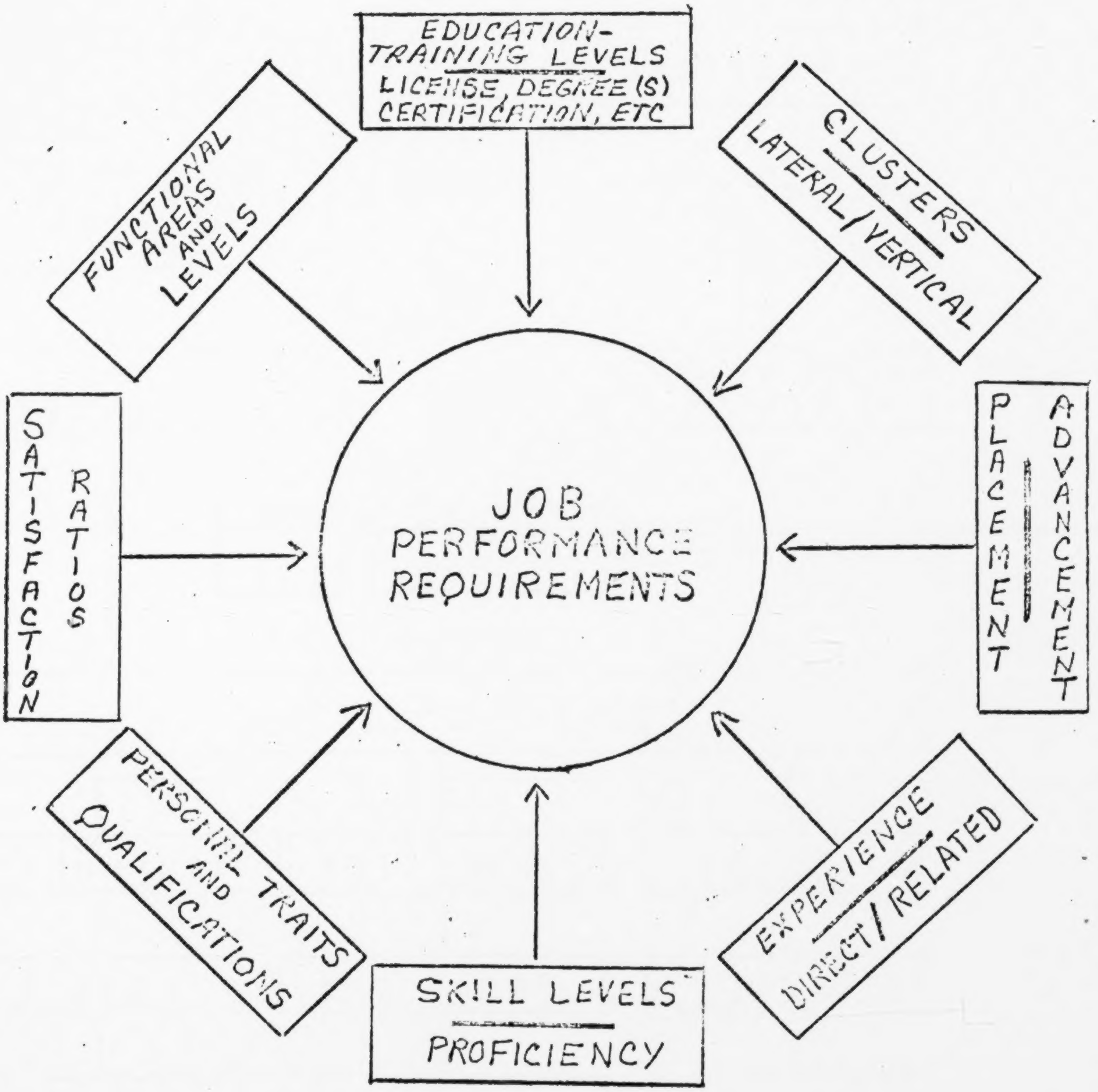
PROGRAM PLANNING ELEMENTS


POPULATION TRENDS
ECONOMIC TRENDS
DISTRIBUTION & MOBILITY
NATURAL RESOURCES
COMPOSITION
INDUSTRIAL COMPOSITION
LABOR FORCE CONTENT
MANPOWER NEEDS
EDUCATION & INCOME
JOB REQUIREMENTS
CIVIC ATMOSPHERE
PROGRAM OPERATION
STUDENTS
FACILITIES
SCHEDULING
CURRICULUM
EQUIPMENT
COSTS
STAFF
MATERIALS
EVALUATION

VTAE PINELLAS COUNTY, FLORIDA

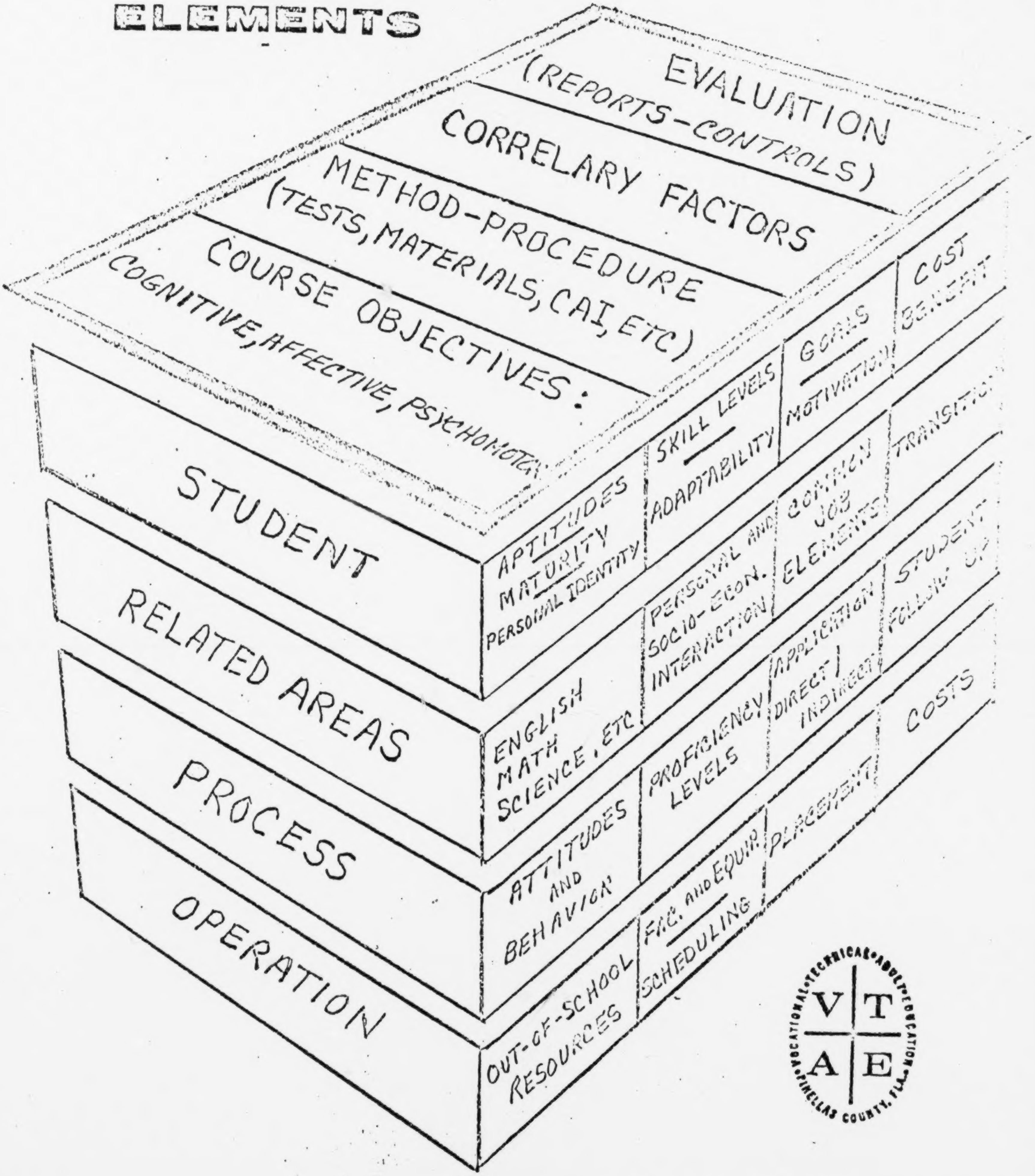
VOCATIONAL • TECHNICAL • ADULT • EDUCATION • PINELLAS COUNTY, FLA.

V T
A E


EDUCATION-TRAINING LEVELS
LICENSE, DEGREE (S) CERTIFICATION, ETC
FUNCTIONAL AREAS AND LEVELS
CLUSTERS
LATERAL / VERTICAL
SATISFACTION RATIOS
JOB PERFORMANCE REQUIREMENTS
PLACEMENT
ADVANCEMENT
PERSONNEL TRAITS AND QUALIFICATIONS
SKILL LEVELS
PROFICIENCY
EXPERIENCE
DIRECT / RELATED

INFORMATION SYSTEM AS A MANAGEMENT TOOL

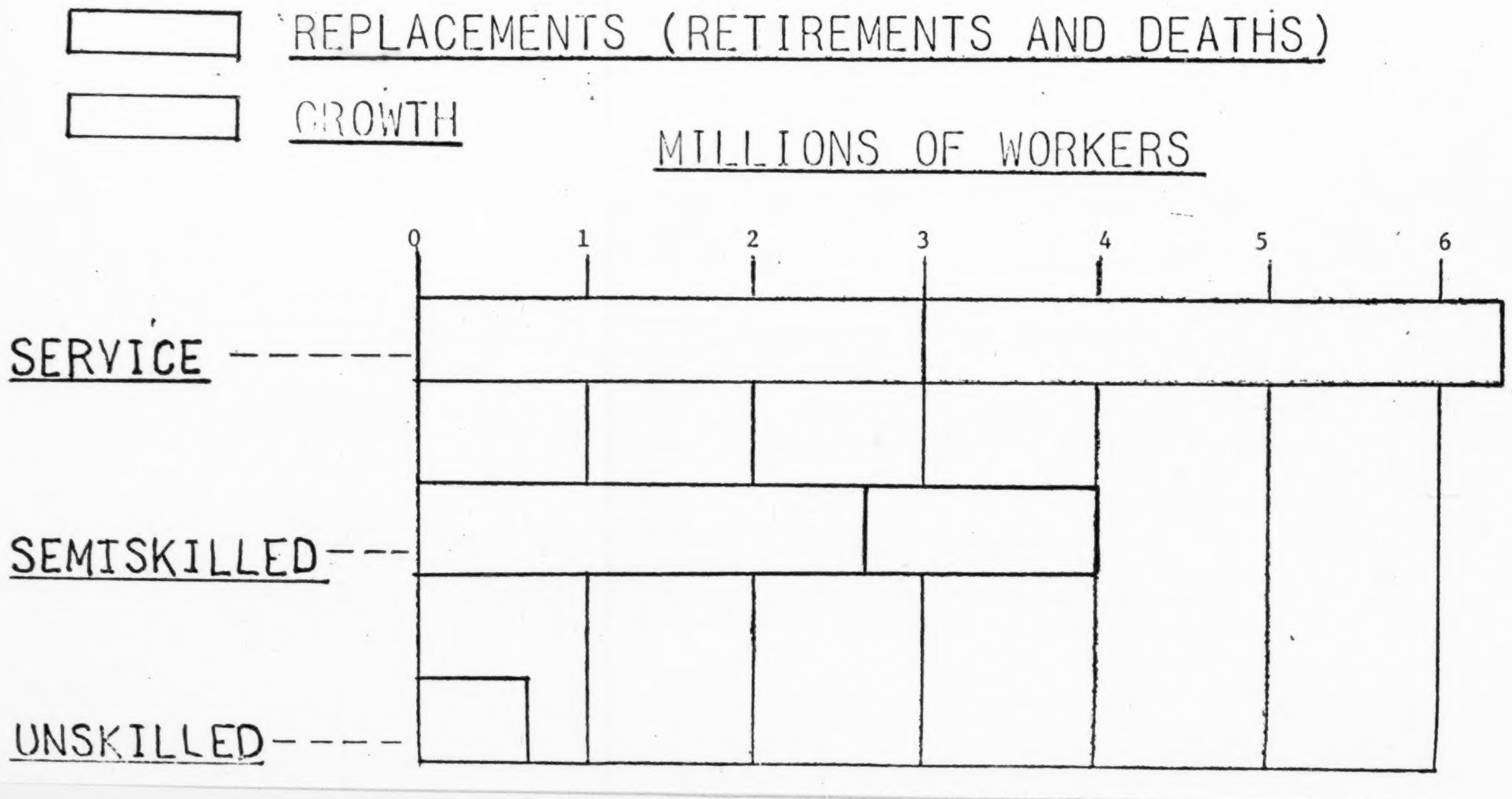
CURRICULUM DESIGN ELEMENTS


EVALUATION
(REPORTS-CONTROLS)
CORRELARY FACTORS
METHOD-PROCEDURE
(TESTS, MATERIALS, CAI, ETC)
COURSE OBJECTIVES:
COGNITIVE, AFFECTIVE, PSYCHOMOTO
STUDENT
RELATED AREAS
PROCESS
OPERATION
APTITUDES
MATURITY
PERSONAL IDENTITY
SKILL LEVELS
ADAPTABILITY
GOALS
MOTIVATION
COST
BENEFIT
ENGLISH
MATH
SCIENCE, ETC
PERSONAL AND
SOCIO-ECON.
INTERACTION
COMMON
JOB
ELEMENTS
TRANSITION
ATTITUDES
AND
BEHAVIOR
PROFICIENCY
LEVELS
APPLICATION
DIRECT/
INDIRECT
STUDENT
FOLLOW UP
OUT-OF-SCHOOL
RESOURCES
FAC. AND EQUIP.
SCHEDULING
PLACEMENT
COSTS

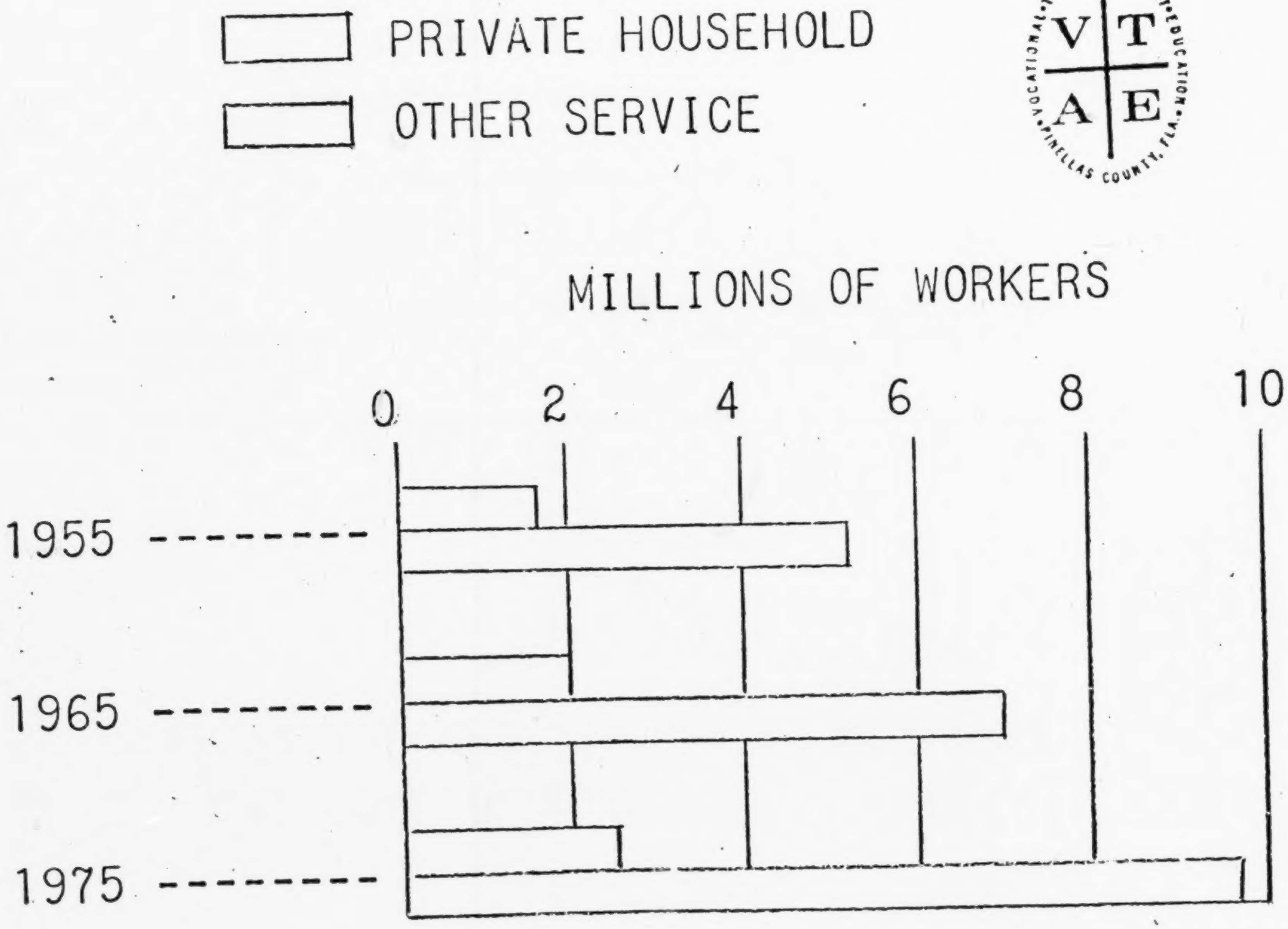
VOCATIONAL•TECHNICAL•ADULT•EDUCATION
V T
A E
PINELLAS COUNTY, FLA.

SET IV

PROJECTED NATIONAL REPLACEMENT AND GROWTH NEEDS
1965 to 1975 BY OCCUPATIONAL GROUPS

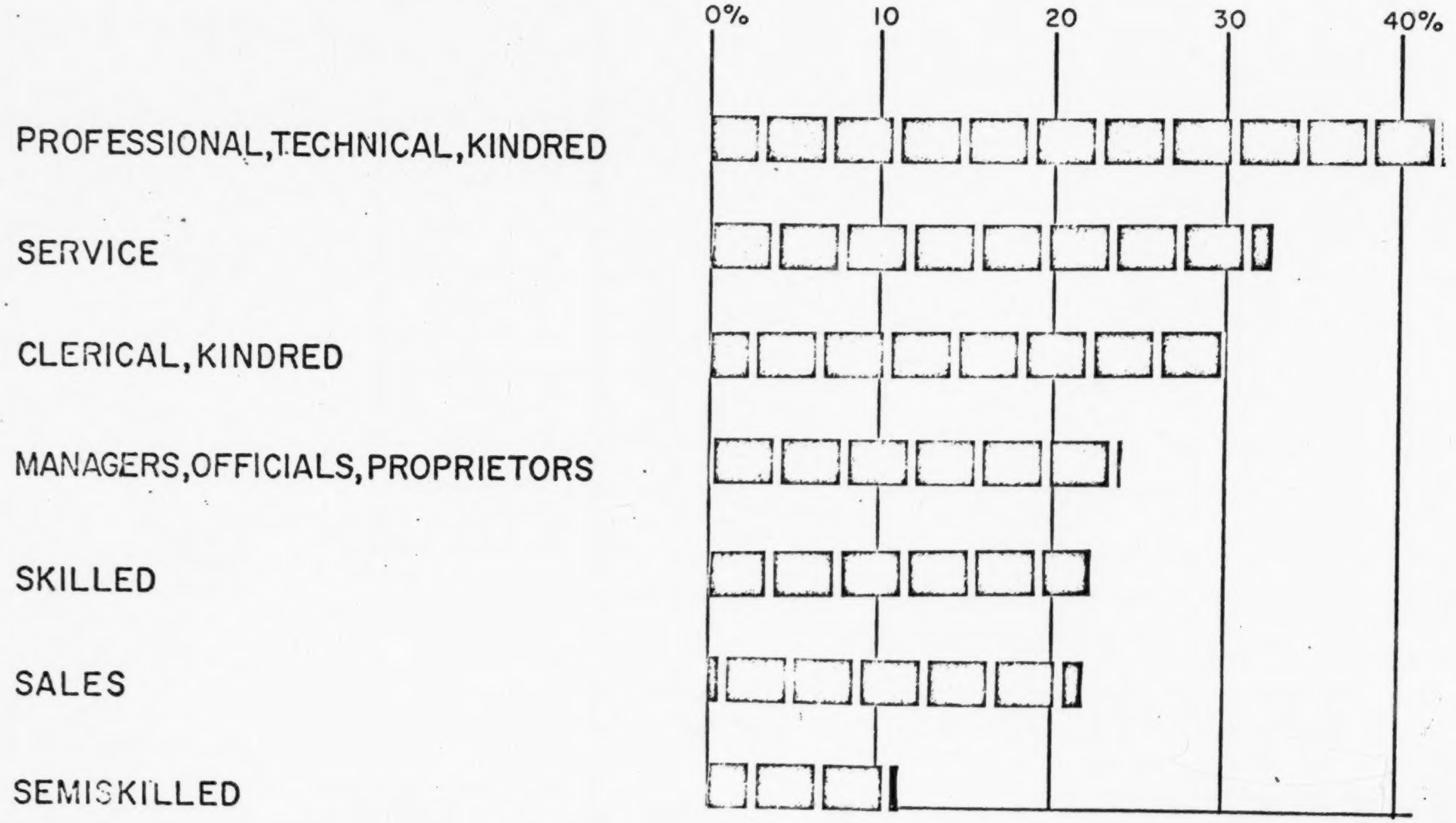


PRIVATE HOUSEHOLD AND OTHER SERVICE EMPLOYMENT GROWTH (NATIONAL)



BUREAU OF LABOR STATISTICS

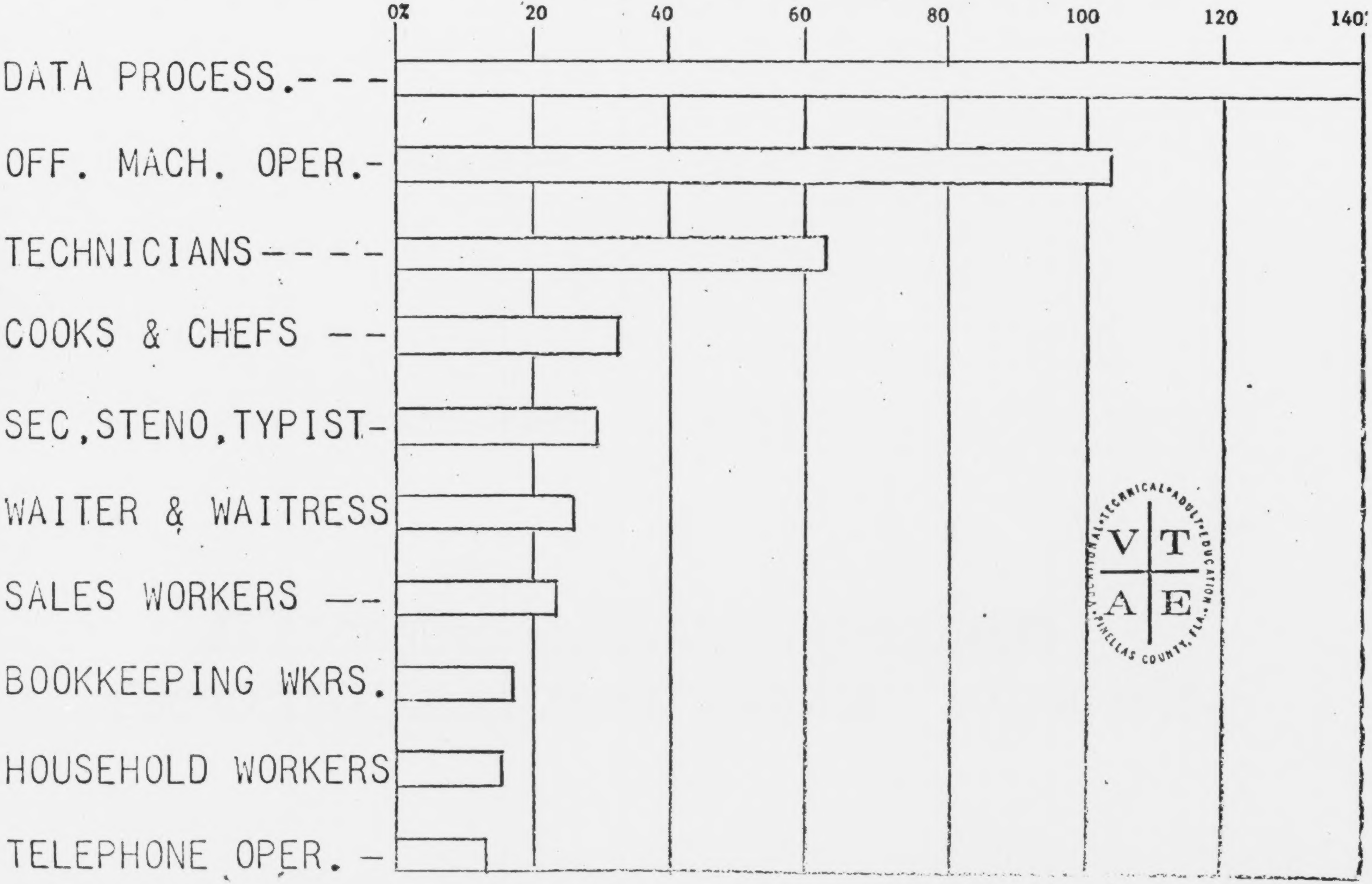
PROJECTED PERCENT OF CHANGE 1965 to 1975
BY OCCUPATIONAL GROUP (NATIONAL)



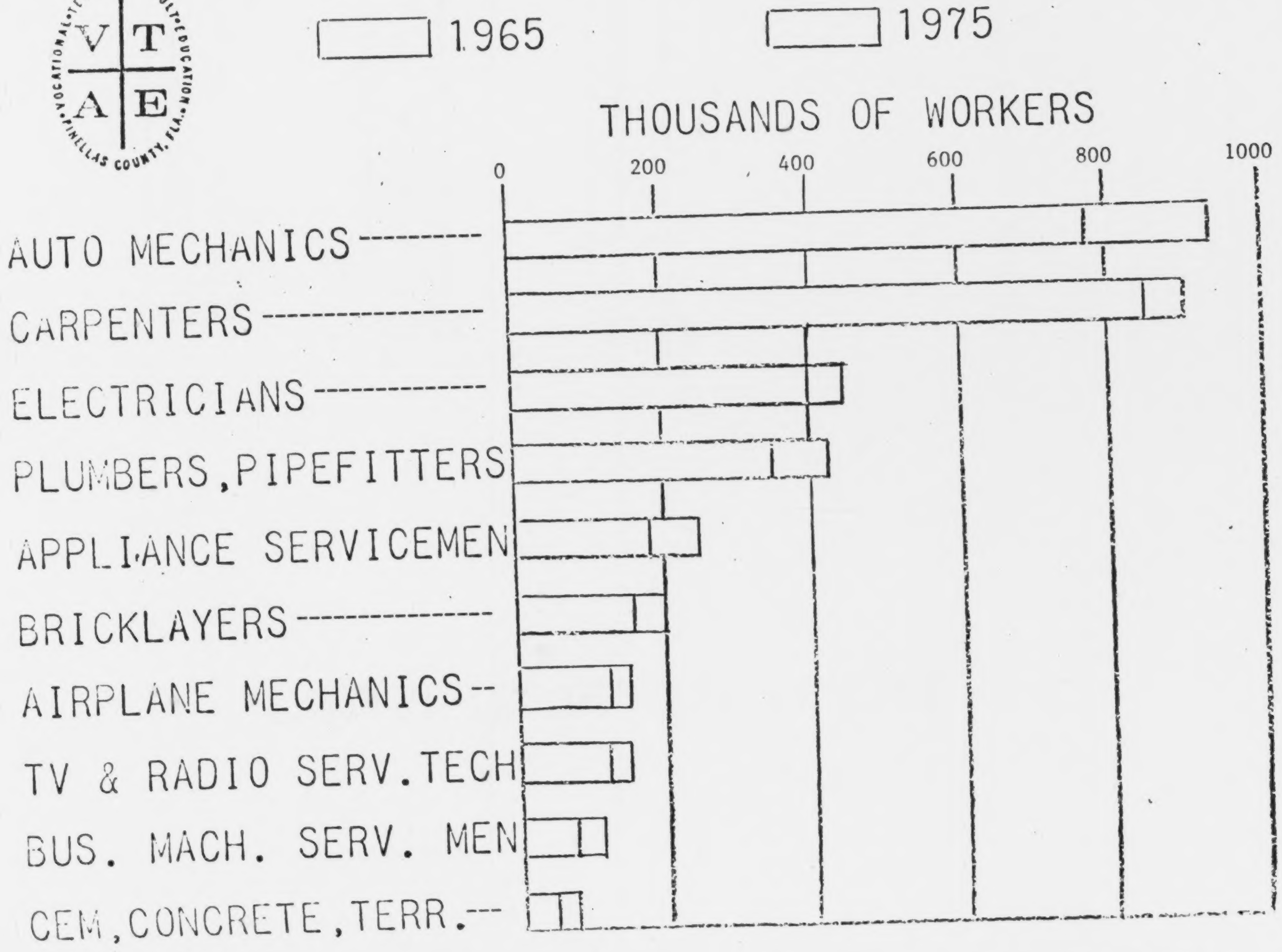
BUREAU OF LABOR STATISTICS

PROJECTED GROWTH IN SELECTED OCCUPATIONS (NATIONAL)

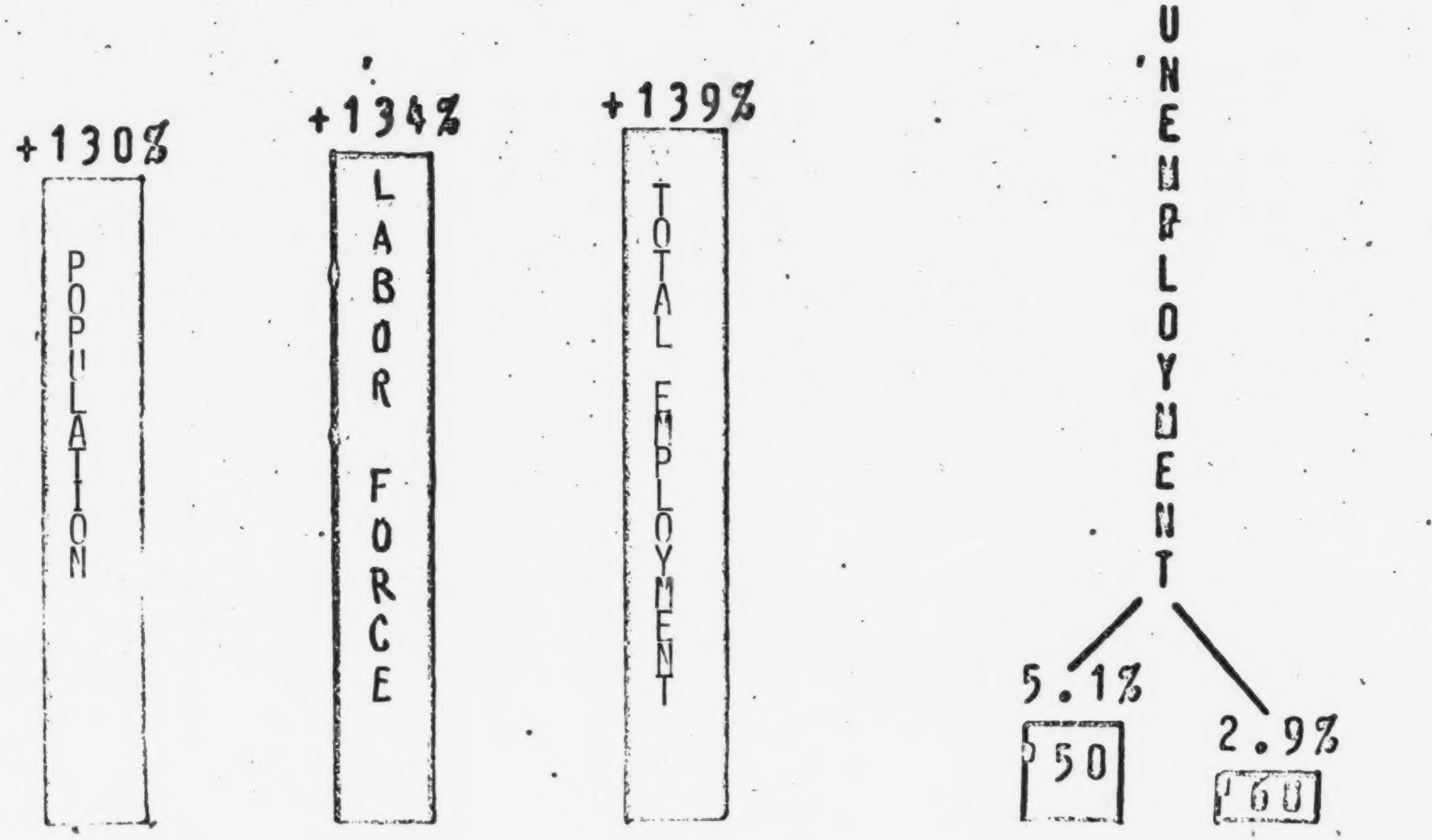
PER CENT INCREASE 1965-1975

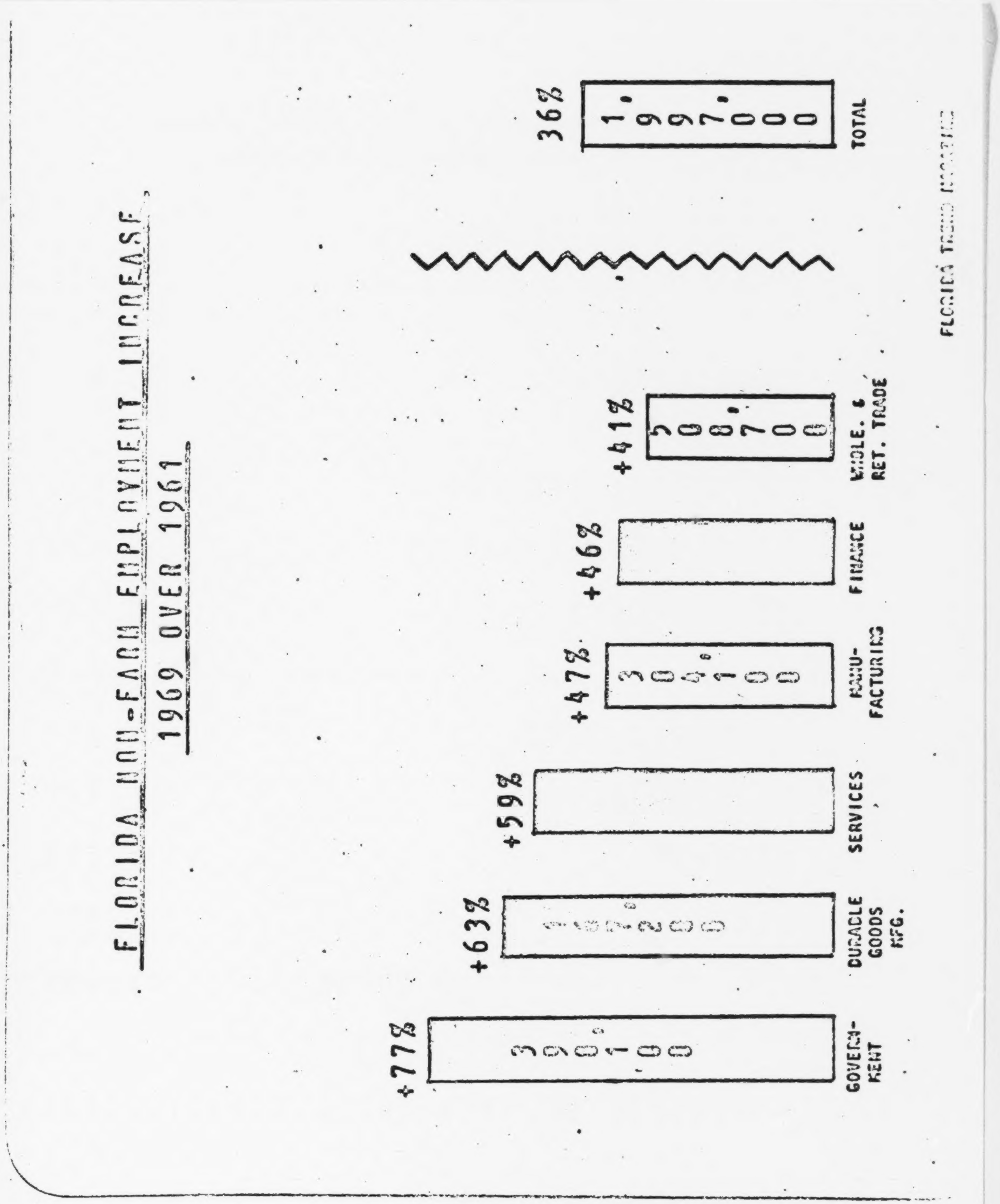


PROJECTED GROWTH OF SKILLED WORKERS IN SELECTED OCCUPATIONS (NATIONAL 1965-1975)



FLORIDA TRENDS 1950 to 1969





EXAMPLES OF PLANNING SPECIFICS

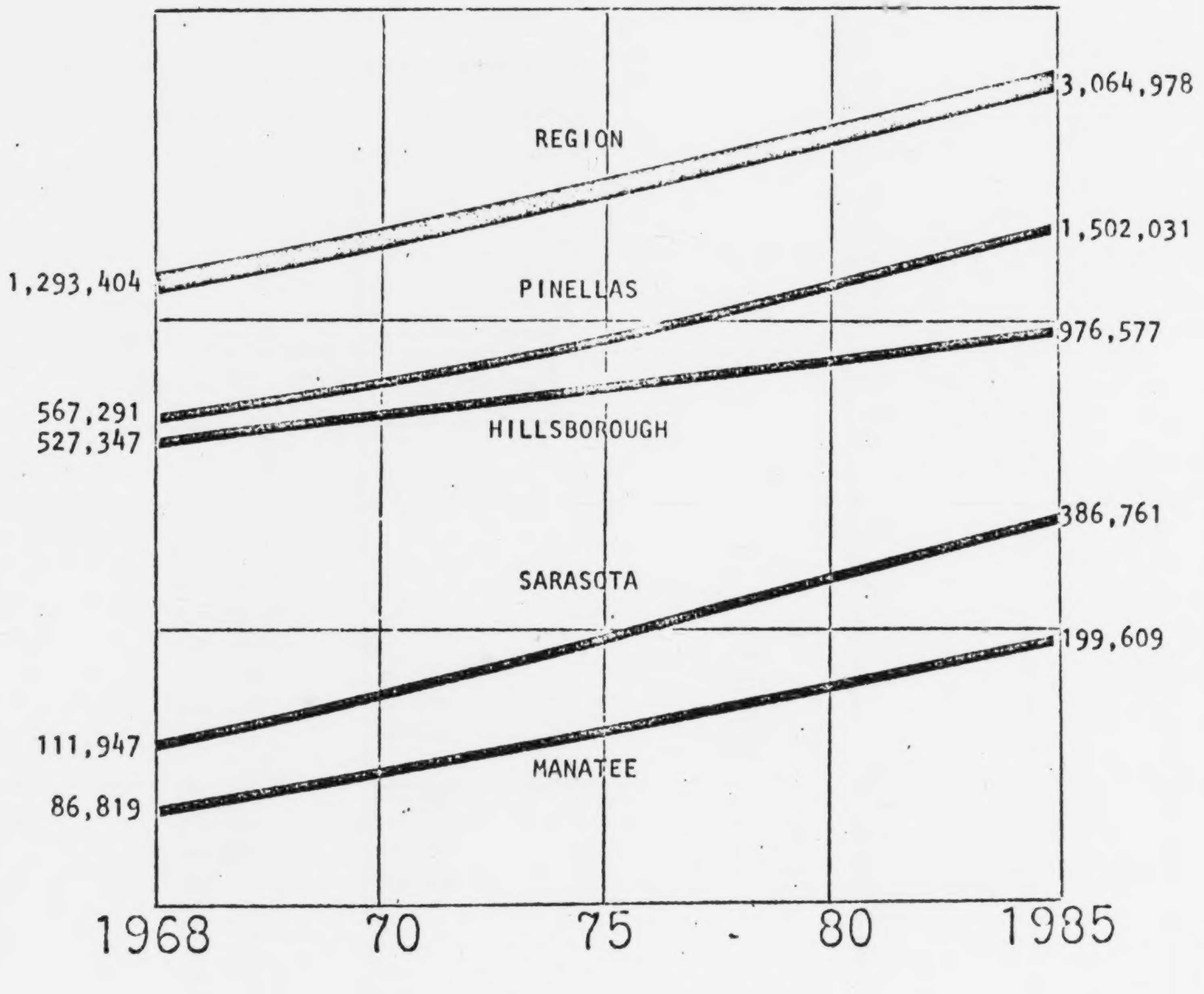
1968 FLA. *DVR SERVICE BY TYPE OF DISABILITY

DISABILITY	NO. SERVED
MENTAL	16,412
ORTHOPEDIC	15,101
MENTAL RETARDATION	8,031
DIGESTIVE	5,300
BLOOD AND CIRCULATORY	5,076
DISABLING DISEASES	3,677
RESPIRATORY	3,069
VISUAL	2,819
ALLERGIC, ETC.	1,874
GENITO-URINARY	1,722
HEARING	1,684
OTHER	1,039
TOTAL	65,804

*DIVISION OF VOCATIONAL REHABILITATION

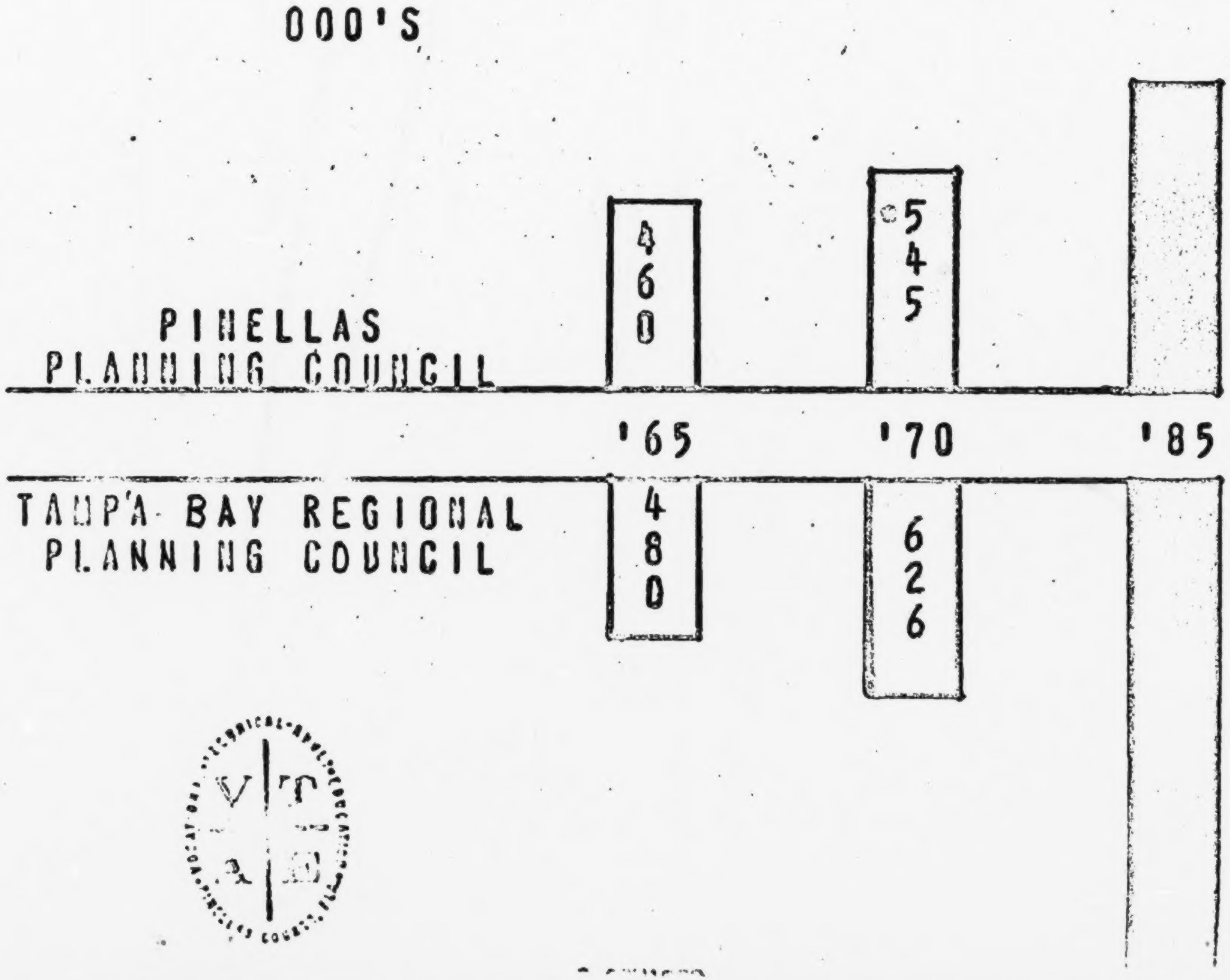
TAMPA BAY REGIONAL PLANNING COUNCIL

POPULATION PROJECTIONS



Reprographic Products | New York, N.Y. 10020 CAT. NO. 253-201

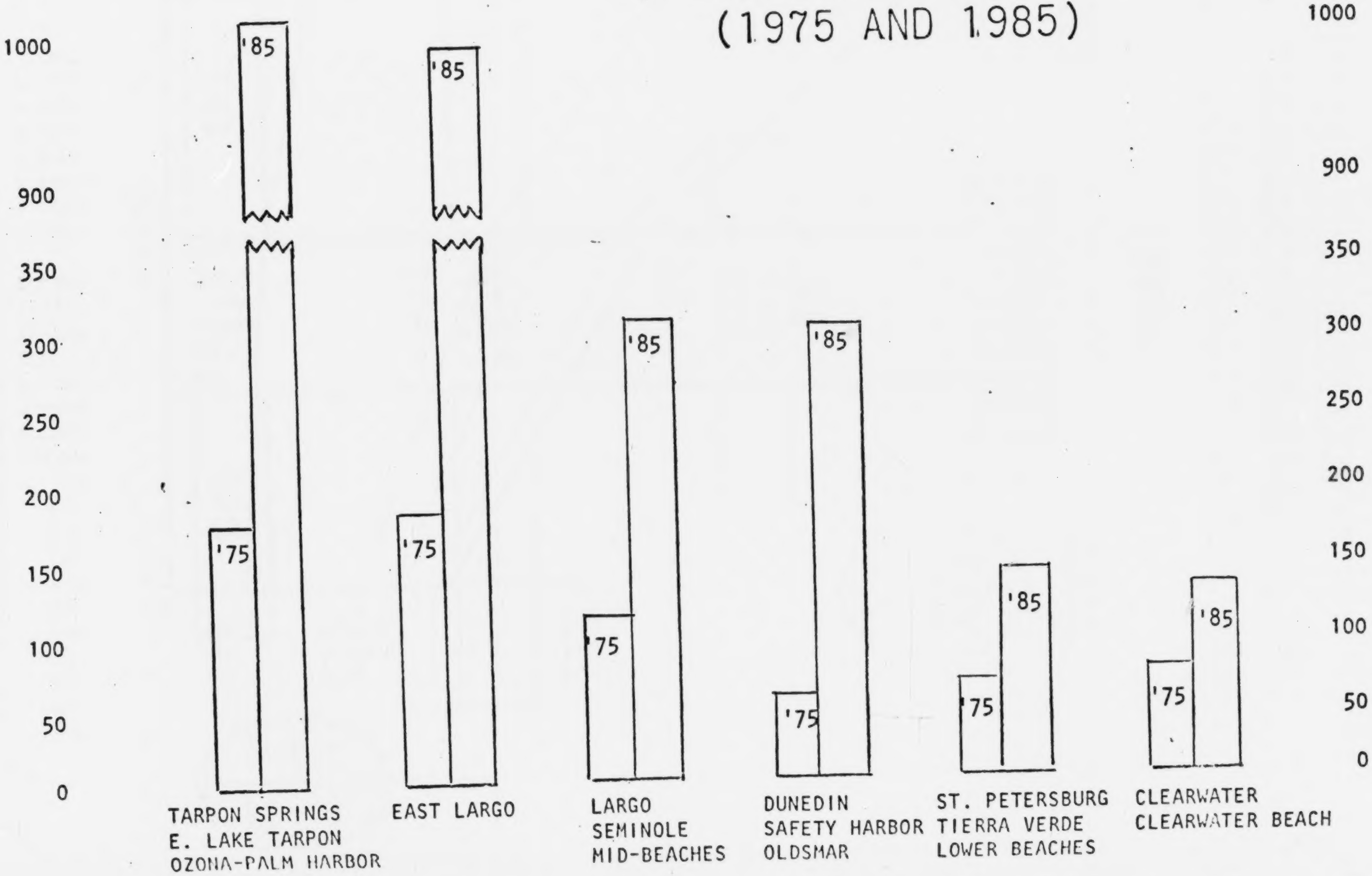
PINELLAS COUNTY POPULATION PROJECTIONS



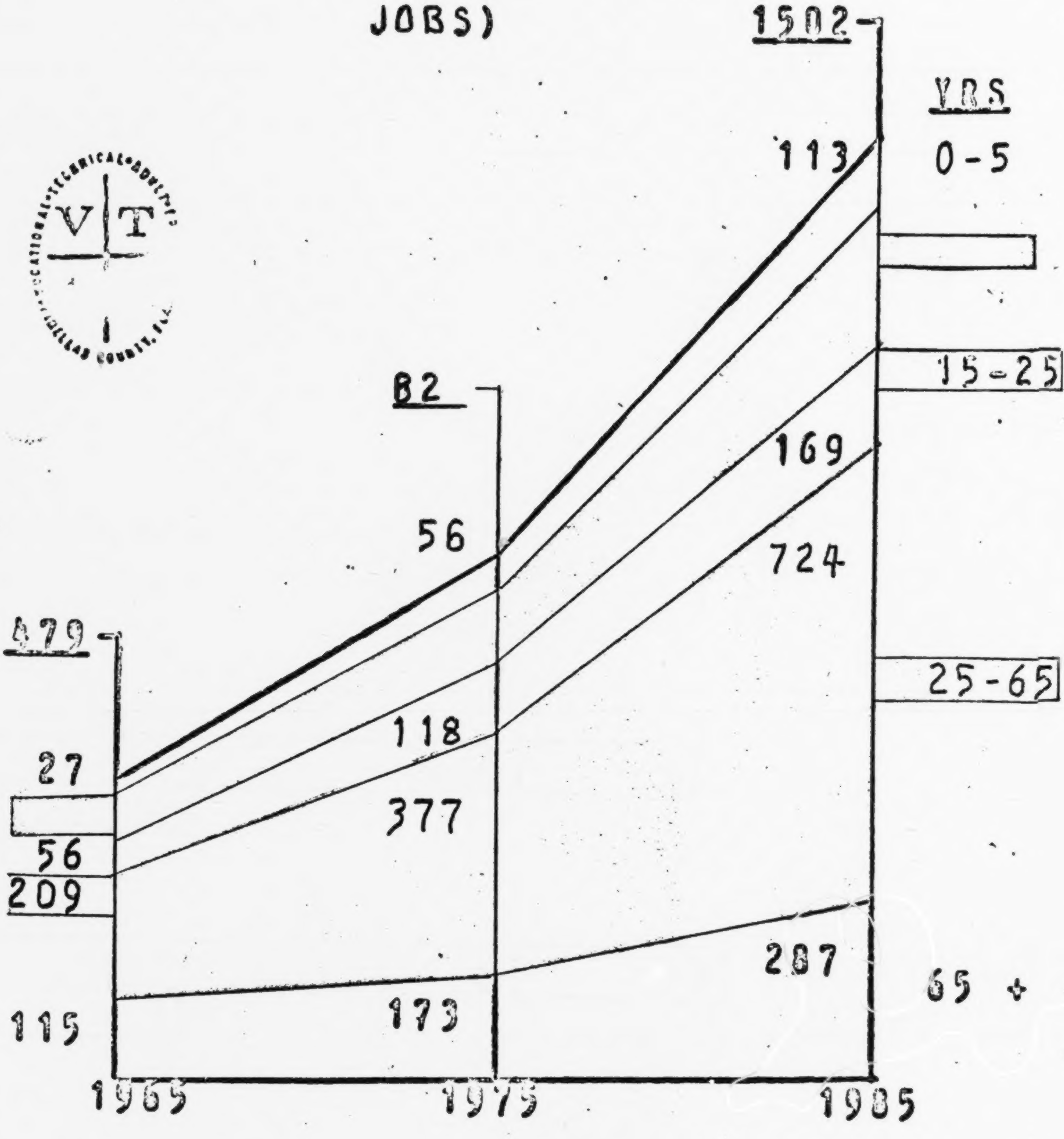
EXAMPLES OF PLANNING SPECIFICS

TOTAL POPULATION PROJECTIONS
BY AREA

% INCREASE OVER 1965
(1975 AND 1985)



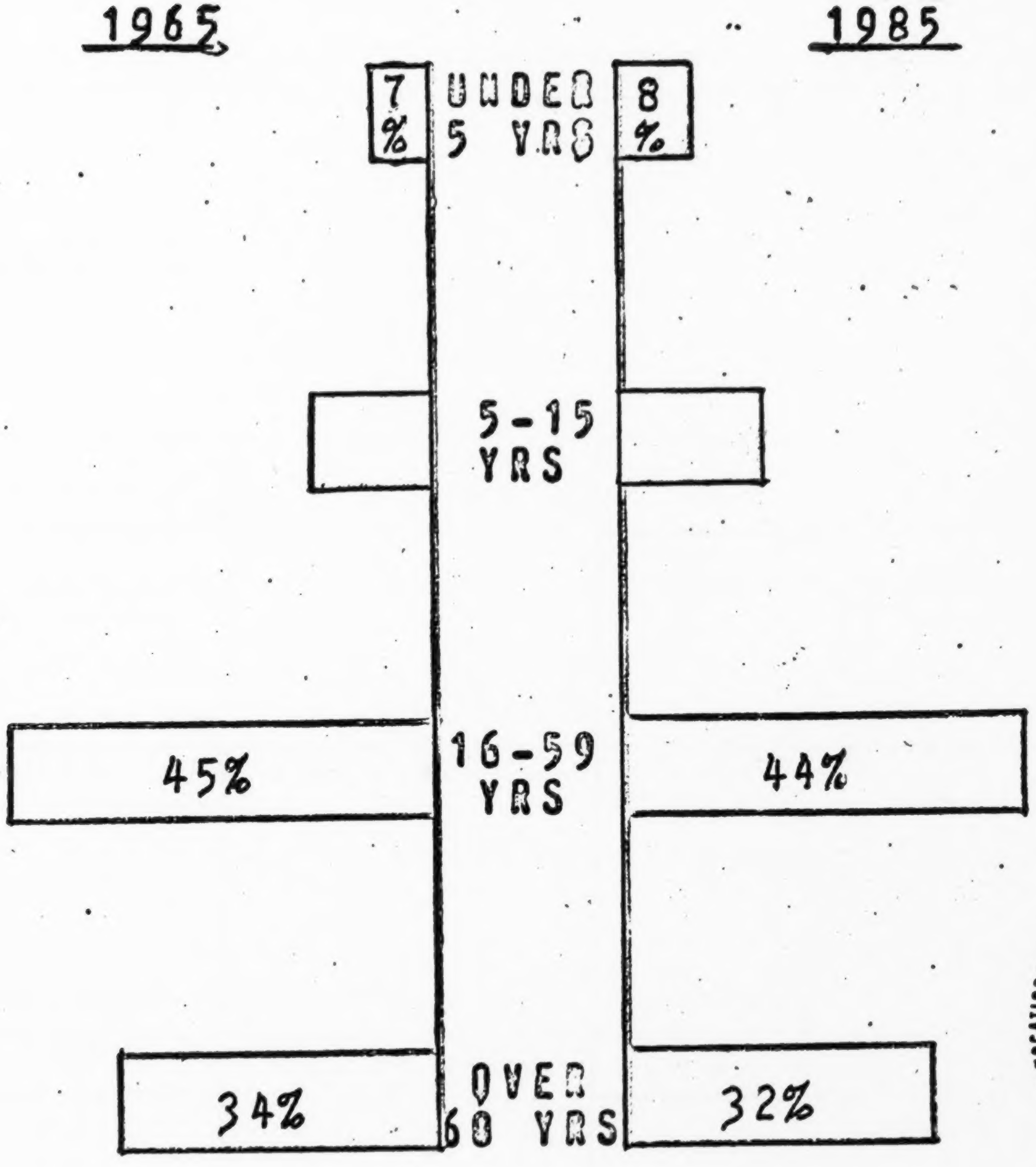
PINELLAS COUNTY POPULATION
AGE GROUP DISTRIBUTION



TAMPA BAY REGIONAL
PLANNING COUNCIL

ST. PETERSBURG POPULATION BY AGE GROUPS

1965 TOTAL POPULATION - 273,376
1985 TOTAL POPULATION - 518,830



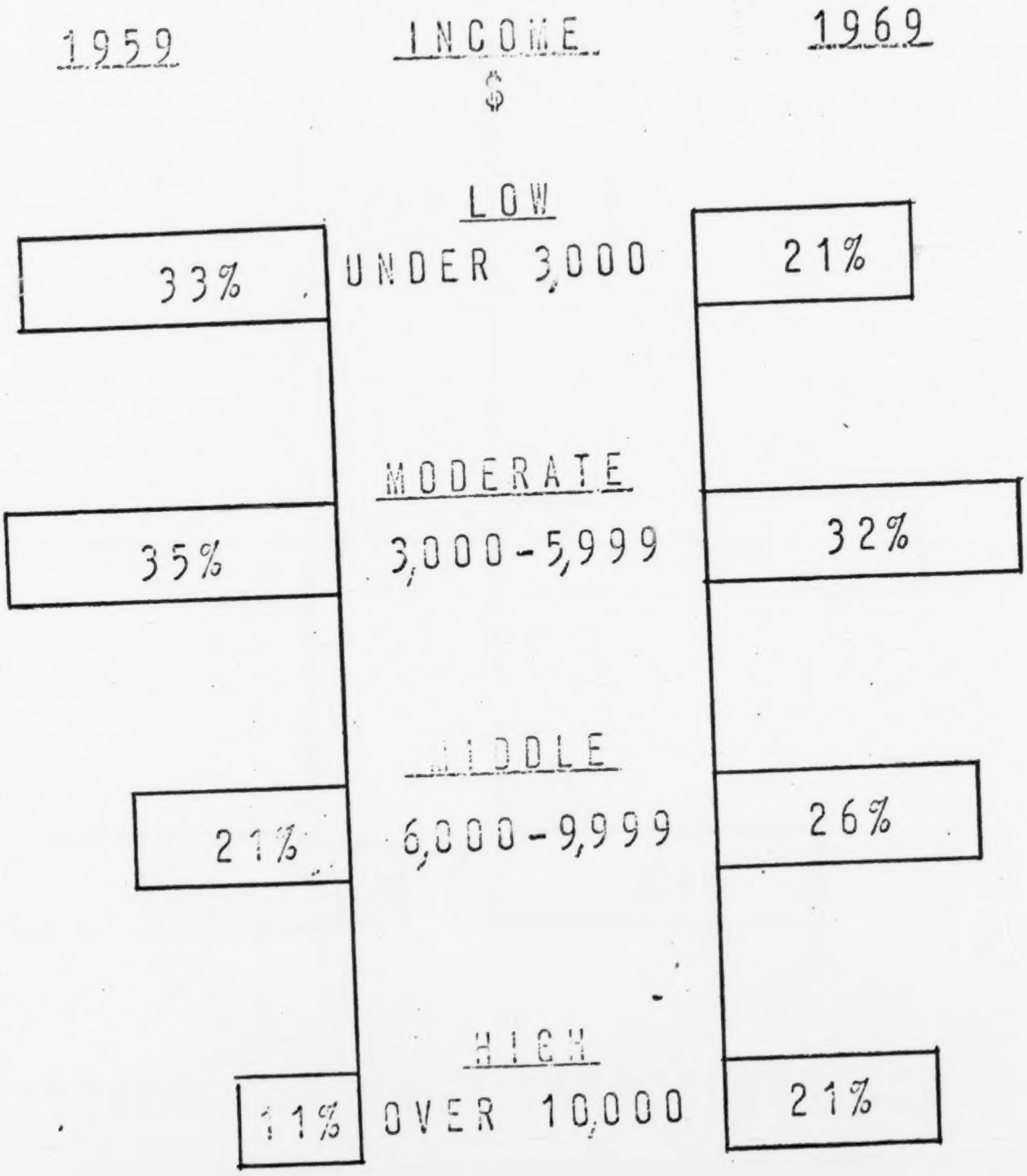
VOCATIONAL-TECHNICAL-ADULT-EDUCATION
V T
A E
PINELLAS COUNTY, FLA.

ST. PETERSBURG PLANNING DEPARTMENT

EXAMPLES OF PLANNING SPECIFICS

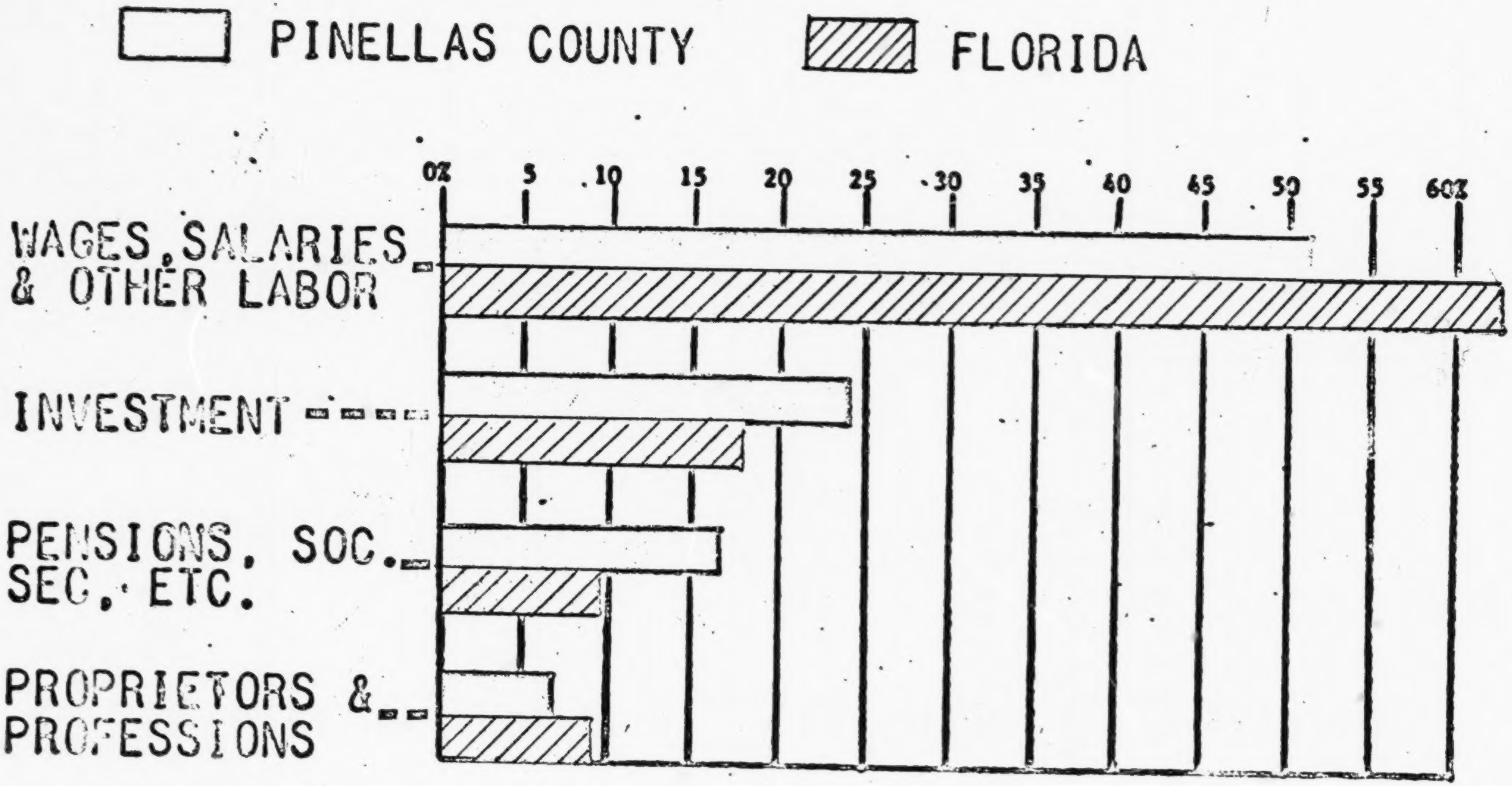
ESTIMATED PERCENT DISTRIBUTION OF ALL FAMILIES BY ANNUAL INCOME

ST. PETERSBURG, FLORIDA 1969



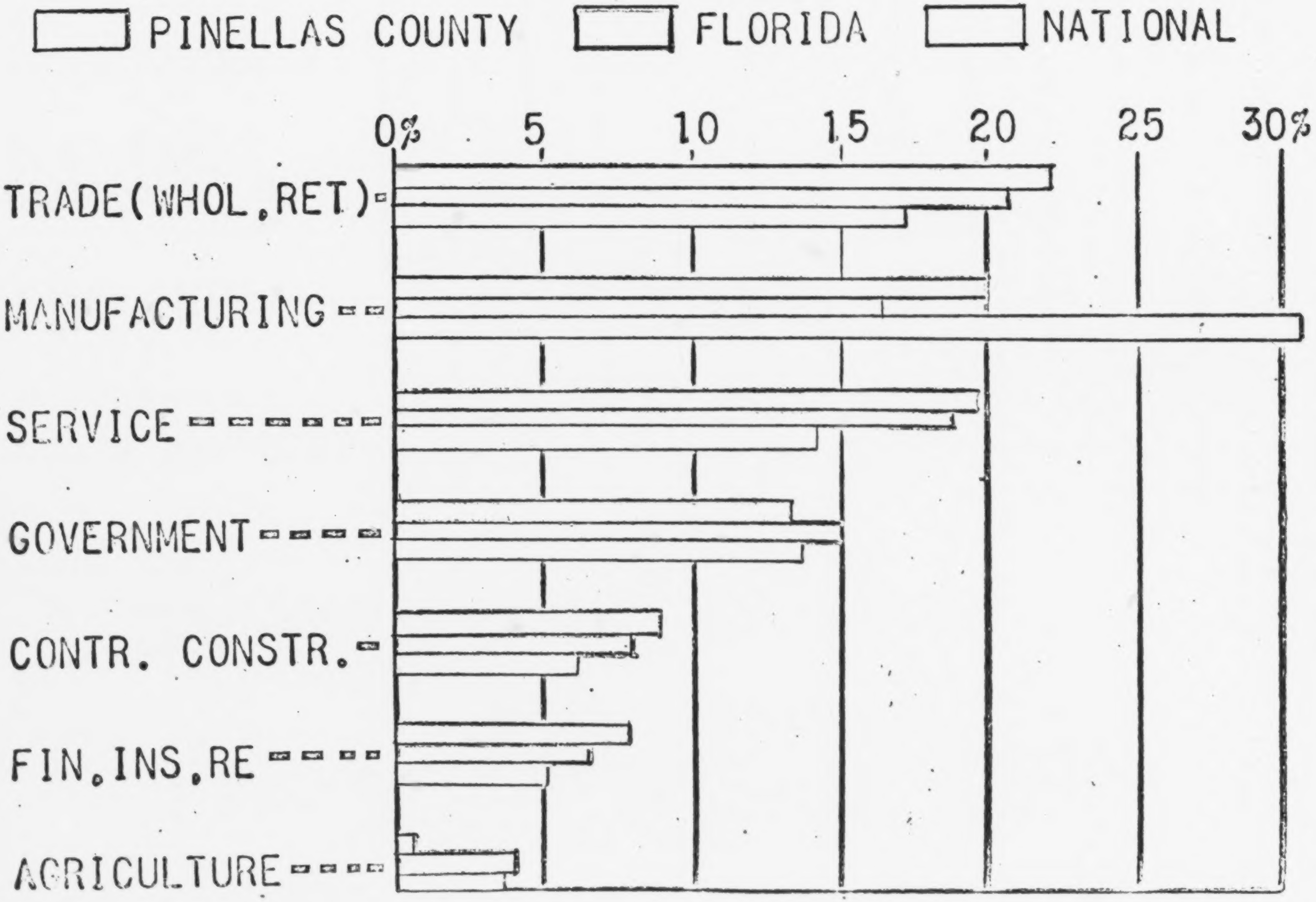
EXAMPLES OF PLANNING SPECIFICS

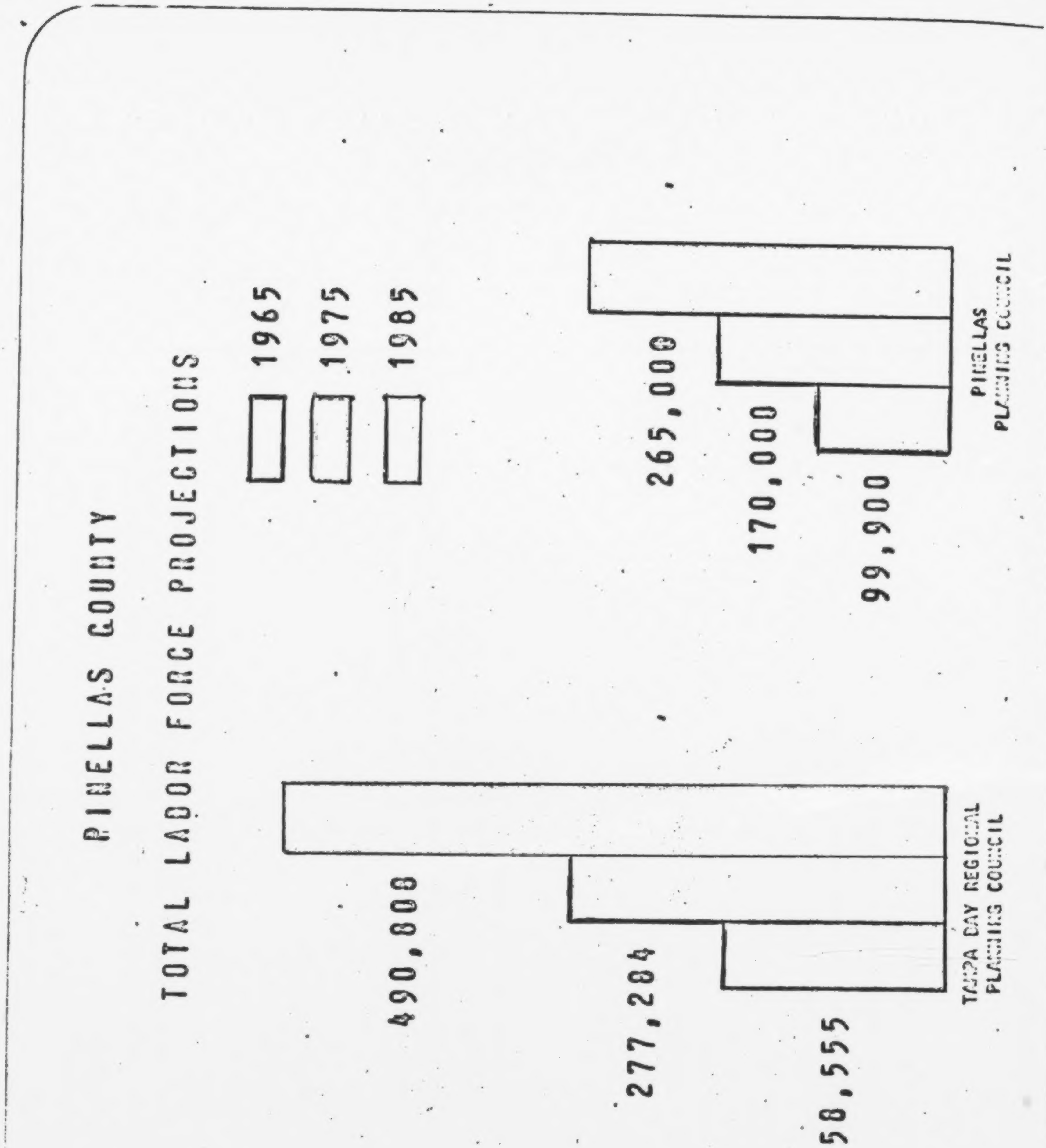
SOURCES OF PERSONAL INCOME: PINELLAS COUNTY & FLORIDA % COMPARISON (1966 - ESTIMATE)



UNIVERSITY OF FLORIDA

WAGE & SALARY PERSONAL INCOME % COMPARISON BY INDUSTRIAL CLASSIFICATION SOURCE
1966 ESTIMATE



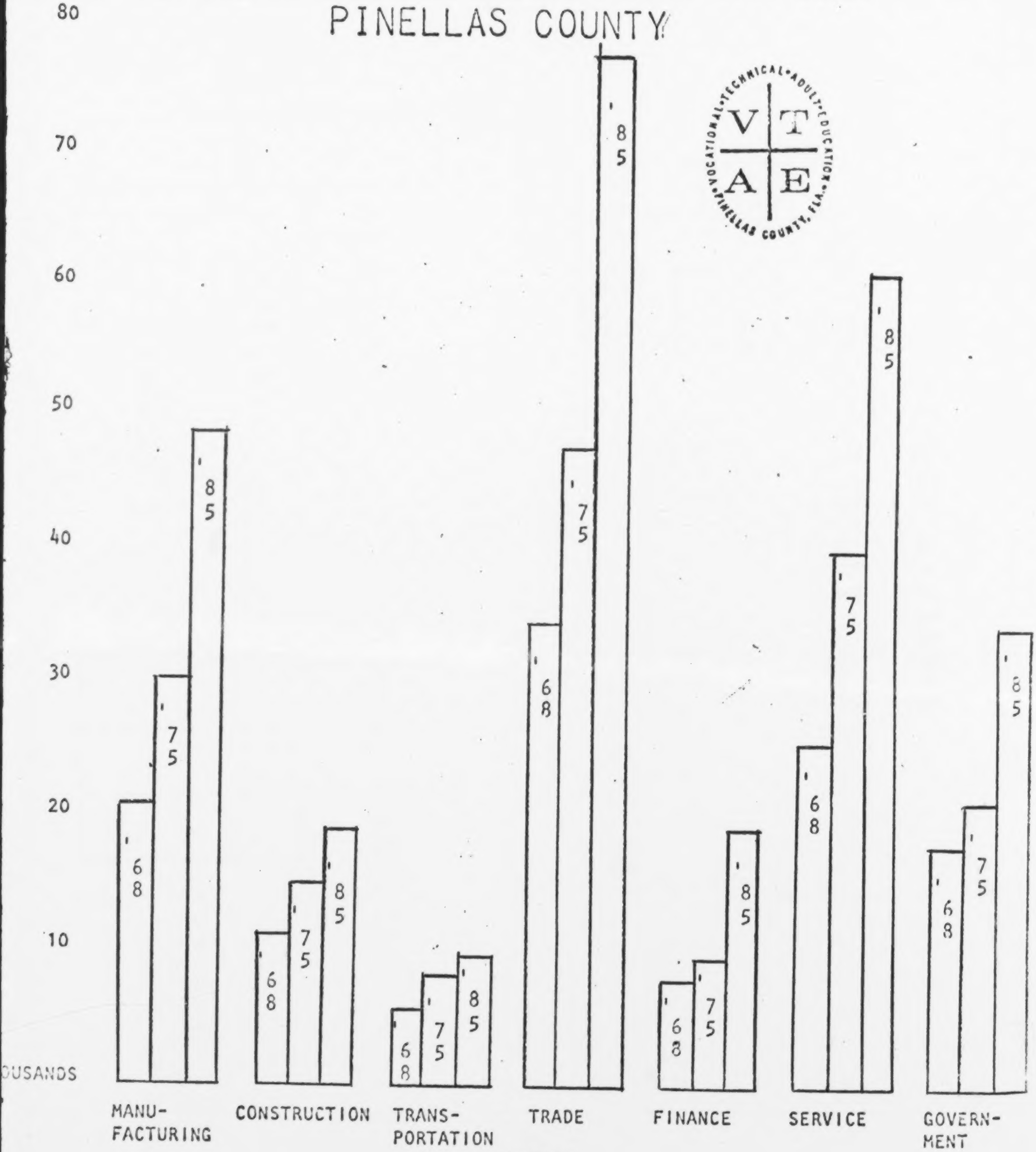


PINELLAS COUNTY

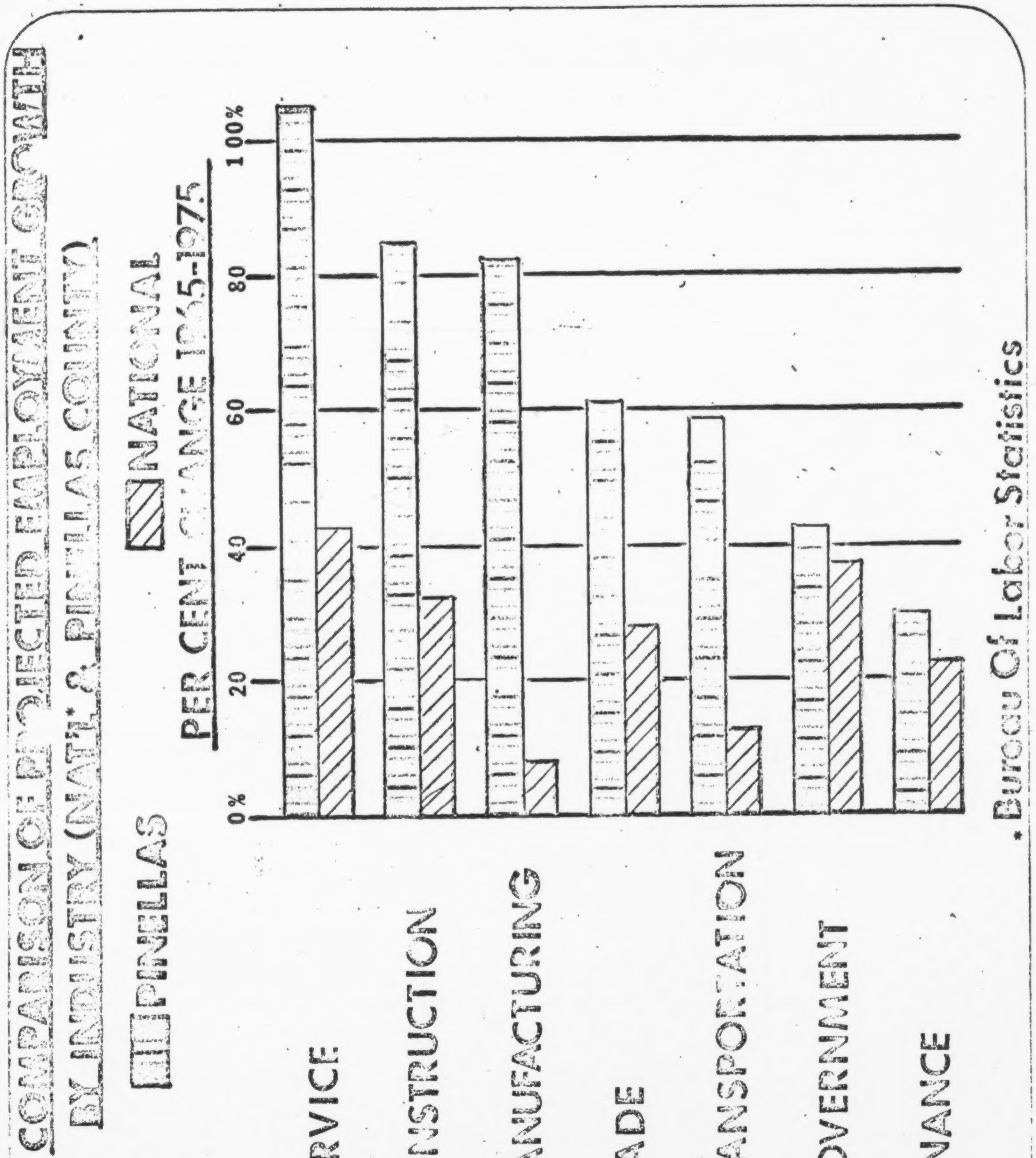
TOTAL LABOR FORCE PROJECTIONS

EXAMPLES OF PLANNING SPECIFICS

LABOR FORCE PROJECTIONS
BY INDUSTRIAL CLASSIFICATION CODE
PINELLAS COUNTY

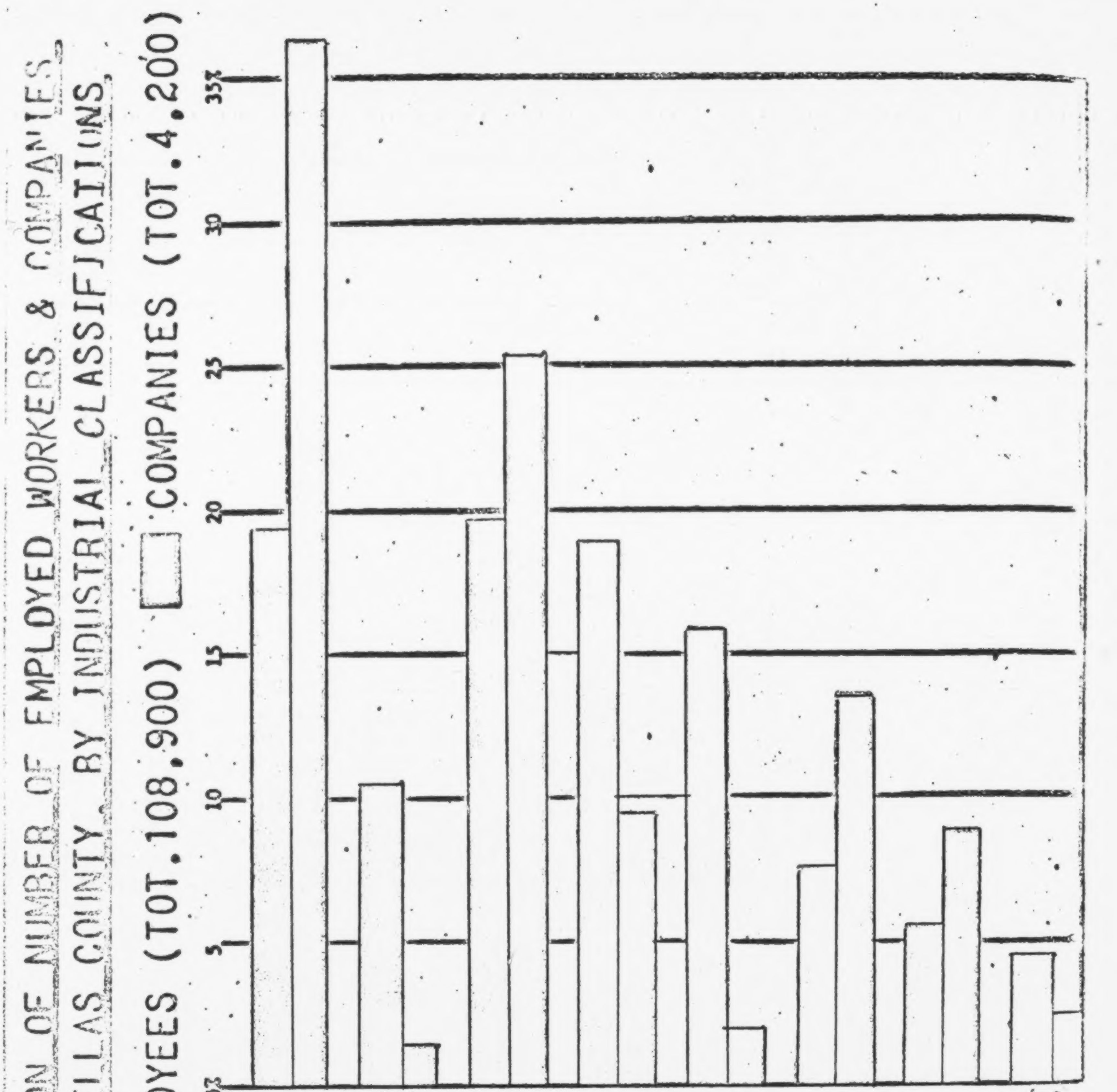


1968 - Florida State Employment Service
1975 - Statistical Projections
1985 - Pinellas Planning Council

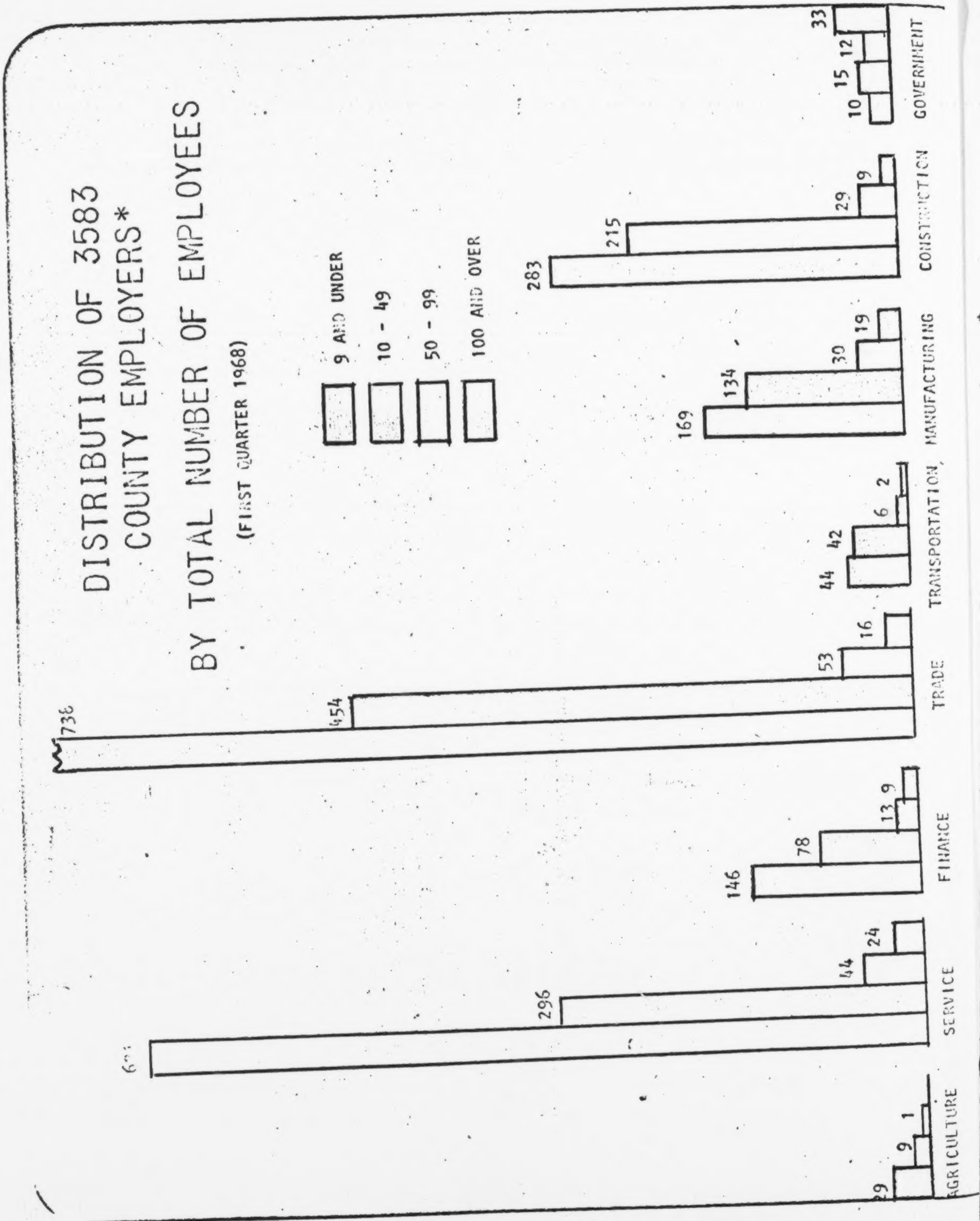


COMPARISON OF PROJECTED EMPLOYMENT GROWTH BY INDUSTRY (NAT'L* & PINELLAS COUNTY)

* Bureau Of Labor Statistics



EXAMPLES OF PLANNING SPECIFICS

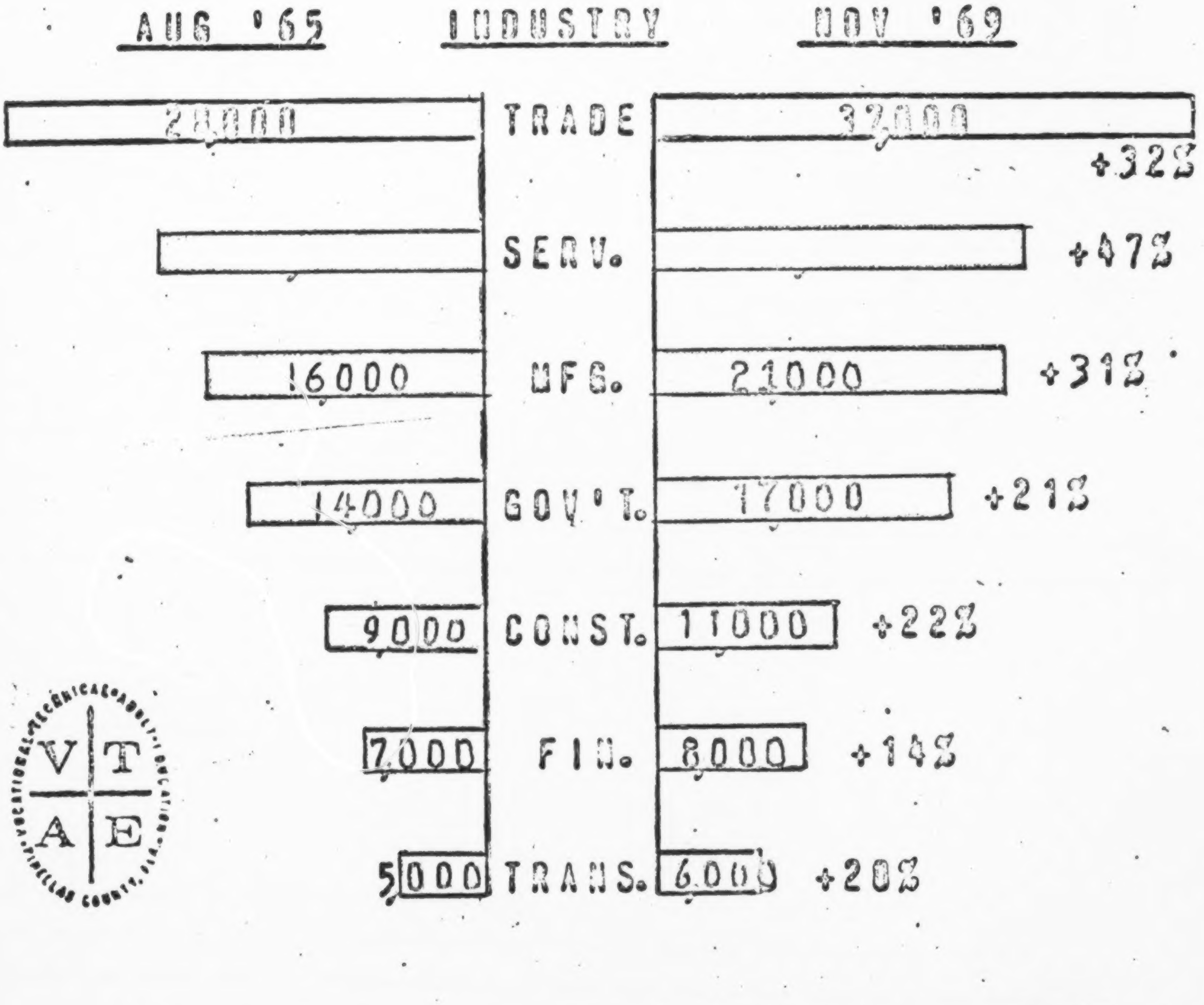


DISTRIBUTION OF 3583 COUNTY EMPLOYERS* BY TOTAL NUMBER OF EMPLOYEES

(FIRST QUARTER 1968)

COMPARISON OF EMPLOYMENT BY INDUSTRIAL CLASSIFICATION

PINELLAS COUNTY AUG '65 AND NOV '69

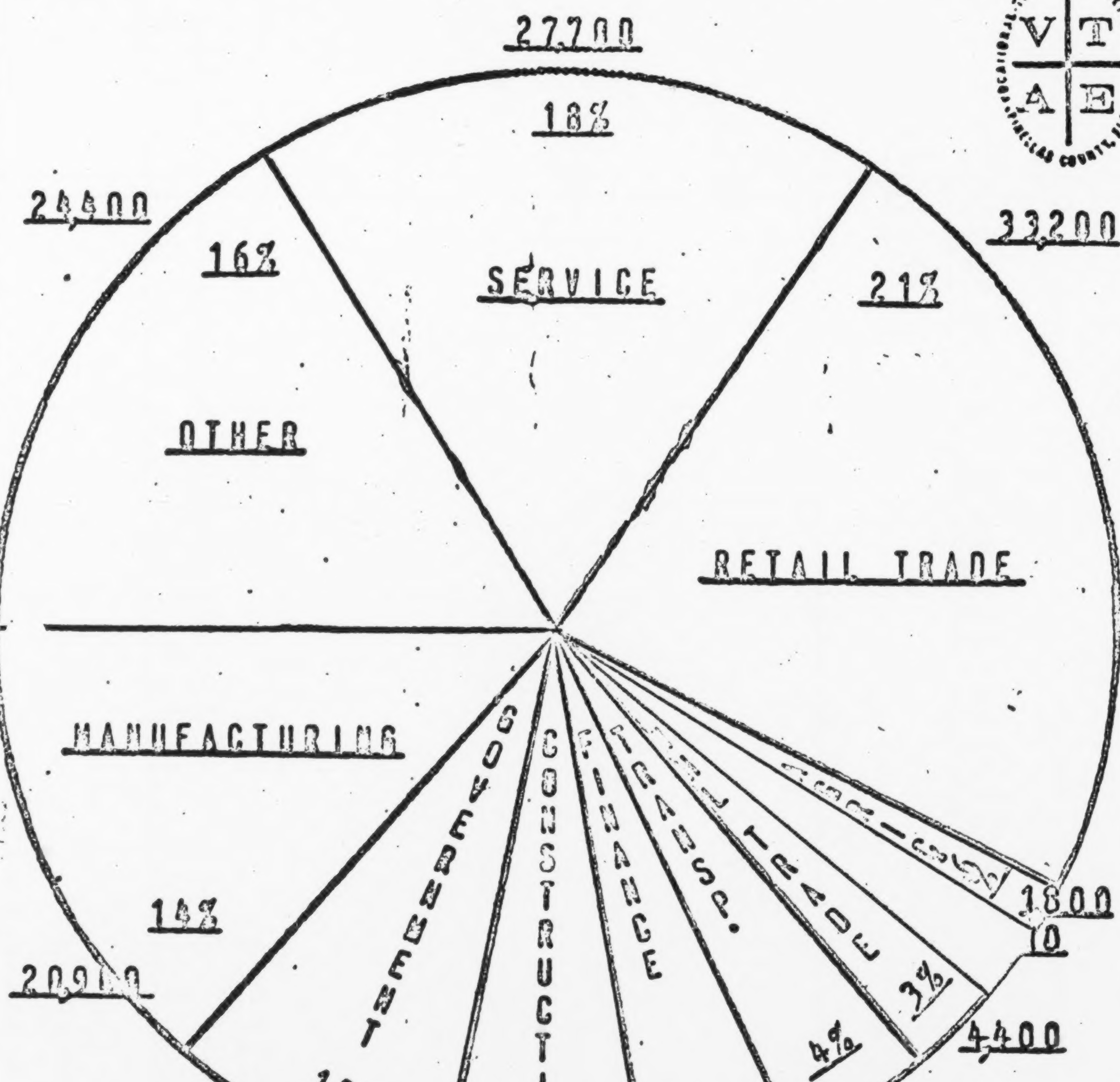


(FSES)

EXAMPLES OF PLANNING SPECIFICS

PINELLAS COUNTY NOV. '69 LABOR MARKET

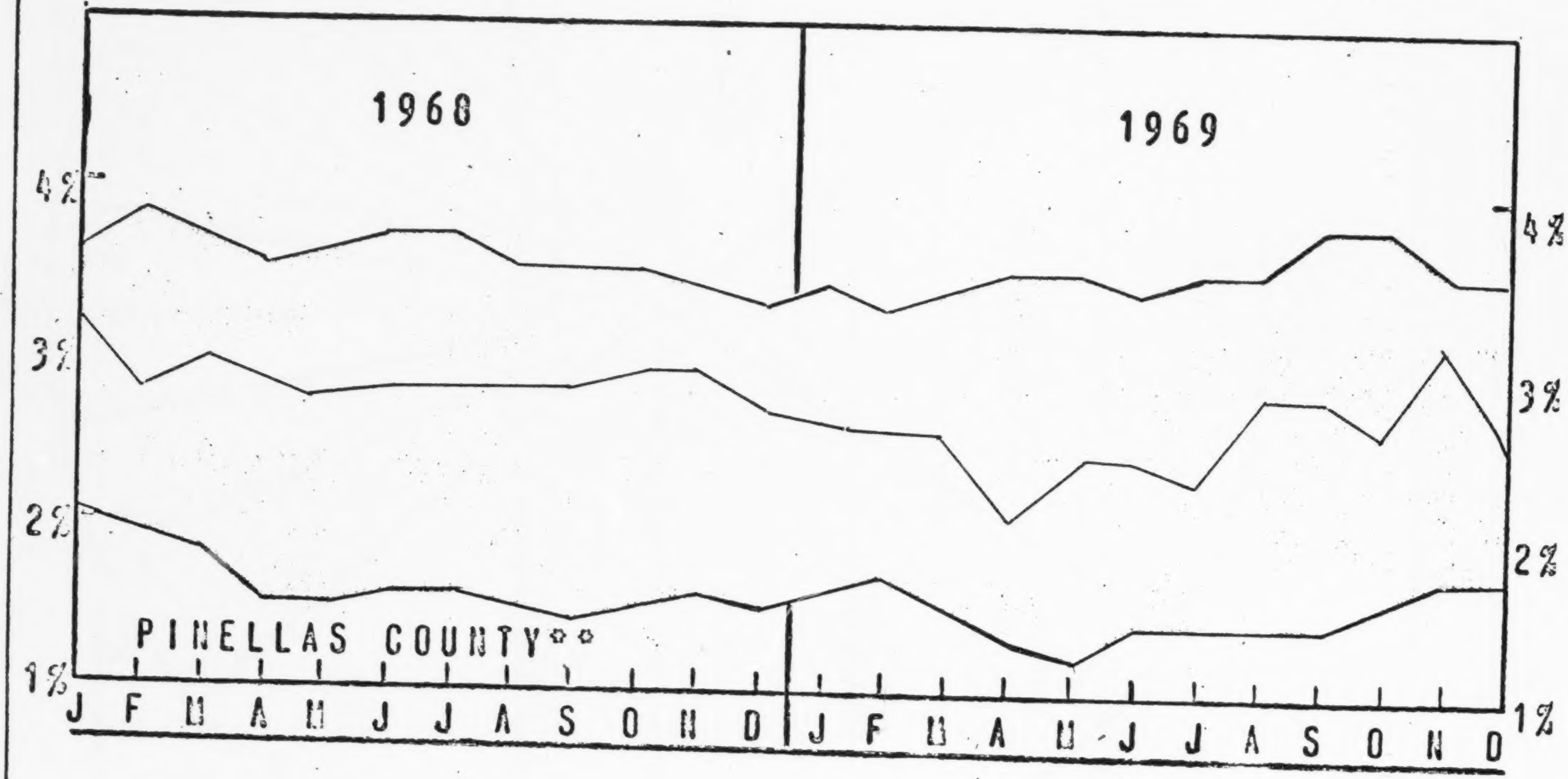
ESTIMATED TOTAL 156,100 (FSES)



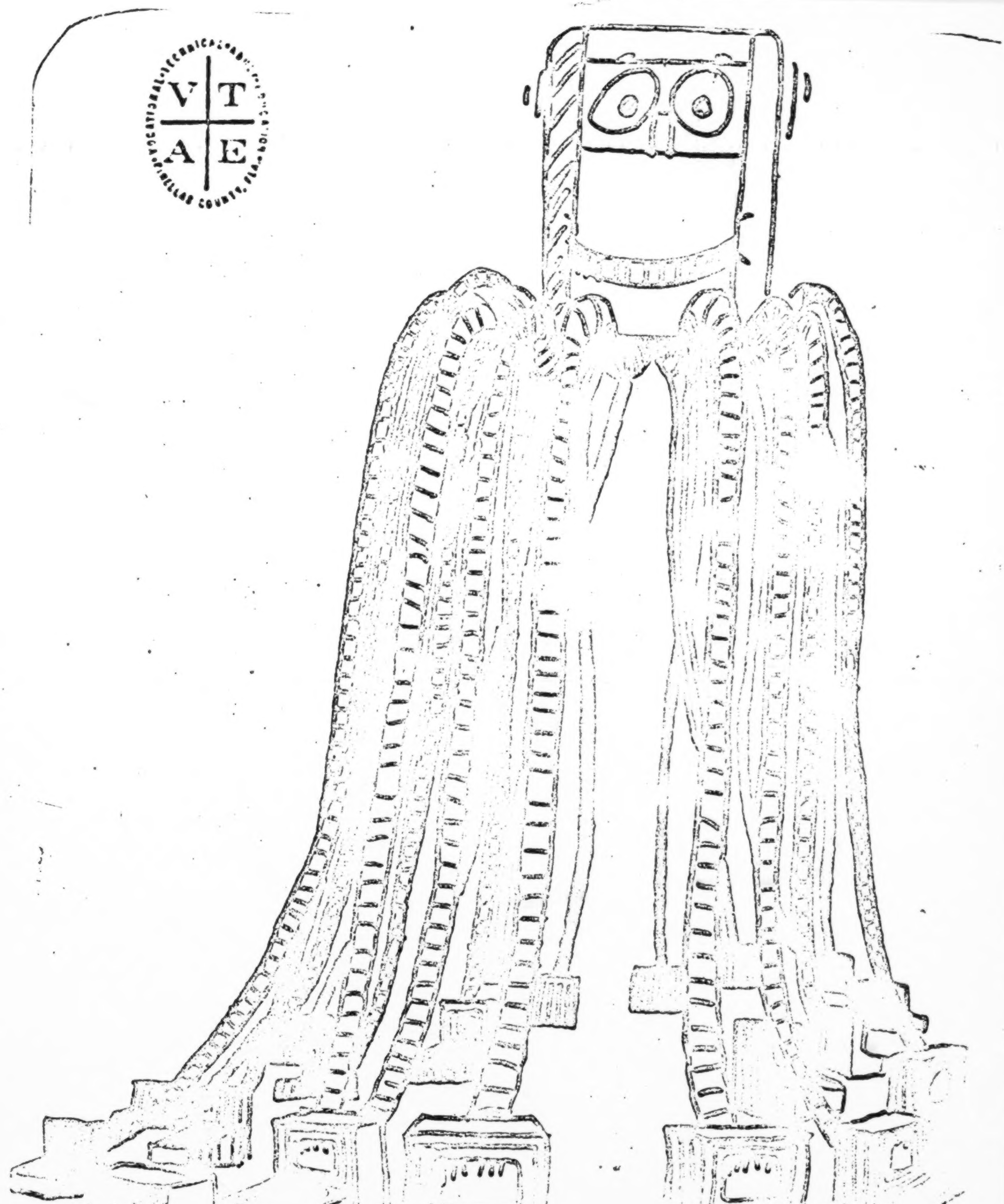
EXAMPLES OF PLANNING SPECIFICS

UNEMPLOYMENT RATE COMPARISON

1968-1969



* Wall Street Journal

** Florida Department of Commerce